Break

Shock horror

Her Majesty's Inspectors were astonished by the state of modern language teaching they found in preparing what turned out to be their savage condemnation of standards in the subject. Mr Mervyn Wigram, staff inspector for modern languages, said the HMIs were shattered by what they found, particularly the shortcomings of the heads of department whose leadership, to judge from the report, was totally inadequate in a good half of schools.

At a conference of language specialists in London last weekend Mr Wigram and the Inspector largely responsible for the report, Mr Michael Salter, were congratulated for their frankness, and even courage, in producing such an outspoken report. One visitor from West Germany said such criticisms could never have been published in his own country. But, having identified the rot, the HMIs seemed to be holding back from applying the necessary educational Rentokil and wave eyes backing off a little.

No criticism of teachers was intended, they said. They inspected schools, not teachers, and their report was descriptive rather than prescriptive.

They did not see coldly eye to eye with press reports of their work either. The *TES*'s own foolishness was in mistaking the HMI's statement that minority languages were "a little better than French" for "little better". But this was not entirely without mitigating circumstances.

Our reporter's own dismal modern languages career was characterized by just the sort of failure, boredom, disenchantment and restlessness the Inspectors found as much to complain about. He understandably, if inexcusably, entered into the spirit of the HMIs' condemnation with a touch of too much relish. Of the head of department in his school, the reporter has very little recollection, except the name, Michael Salter.

Some of my best friends

"I'll take the lady in the white jersey next", Mrs Williams, the Education Secretary, said as she marshalled speakers during the first session of last week's Great Debate meeting in Birmingham (see page 8). The lady in question was the only woman of West Indian origin in the room.

There was, it seemed, a certain determination to give the representatives of minority groups a good hearing this time, compensation perhaps for so signally failing to include them in Bradford. Several times Mrs Williams referred to "our friends in the gallery" (which is where they were all sitting) or "our friends up there", or "our friends from minority communities". It was not a phrase applied to anyone else. What no friends from the NUT?

Certainly plenty of delegates, anyway. As in Peterborough, the TUC places were almost all occupied by people from the teachers' unions. Only Mr C. Adolphe, listed as a member of the economic planning council and a long-time trade unionist, could be mustered to speak for unions with an outside voice. Mrs Marie Patterson, main speaker for the TUC in the final session must have got wind of the criticism somehow. "If this speech is a restatement of what has been said before, that confirms the value of the views we have been urging so consistently both in this debate and outside", she said as she ended her speech. It did bear some similarity to earlier speeches by TUC representatives.

All in all the Birmingham debate had, at least in the morning, a certain spirit. What with 15-year-old Gillian Bowdler with her plea for less sex discrimination and more sex education and the impassioned Mrs Rene Spector from community industry flourishing sickness benefit claim forms and bewailing her wasted years on the education committee. "We must not have a system which throws one a fair percentage who are demeaged."

There was Miss M. C. Monteith from the National Association of Governors and Managers quoting Eric Midwinter to the effect that governors were like a bunch of bananas, green if they were not yellow and all of them crooked. And there was Mr M. G. R. Adams from the Church of England board who had hopes that Britain would again be a great naval power. "If we can make children numerate, venerate and literate the day will come when Great Britain will really be great again."

Veneracy was a term which, despite the shuffling that greeted its introduction, gained a certain currency during the day as a portmanteau word for "learning to live", "fostering respect for each other", etc—a vague concept swaying somewhere between religion and learning to fill in social security forms.

I asked Roy Francis, head of careers at Alderman Derbyshire School in Nottingham, and an NAS/UWT representative who had slipped in on the TUC ticket, if it was true, as Miss Bowdler said, that careers teachers' expectations of children were too low—that they assumed all the girls would be hairdressers or secretaries. Not at all, he said. He had one excellent girl who might really go places, do something worthwhile. She might, for example, get a good clerical job. But no, she was determined to be a machinist.

So much for the morning. After lunch, whether because of the wine or because Mr Walter Cooke and Miss Patterson produced less heady stuff than Messrs Cocking and Reinbow in the morning, the proportion of participants visibly sleeping increased substantially.

"Dear Sir, Please excuse Dean for being absent this week. We forgot to alter the clocks last weekend."

Balancing act

Rumblings from within the Open University suggest that Julius Gould's article has reverberated in many other places besides our letters columns. Members of the Schooling and Society course team have been widely reported as being furious about what they regard as a witch-hunt, and senior members of the university have been equally widely reported as looking anxiously and critically at what their young Turks have been doing.

At the behest of the OU Council, the university's academic advisory committee has produced a report on course material going out to education students. It says, in essence, that, while it is still too early to come to any conclusion about whether there is an unacceptable bias in E 202, the university should indeed look carefully at its methods of maintaining "balance".

The OU vice-chancellor, Sir Walter Perry, continues to preserve a quizzical detachment from the whole thing, maintaining that his team was right to resent any temporary part-for-the-whole criticism (though in fairness it should be pointed out that Professor Gould made no exaggerated claims about the scope of his article). Written work being marked by batteries of part-timers was, Sir Walter thought, a more important location against bias than any published materials.

However, Annan faced extra battles. The prose of the final report was as contested as the issues. Annan himself, as readers of his public schools and Essex University report will know, is a stylishly florid writer, fond of enlivening his views with elaborate metaphor. But powerful feelings on the committee, led by Marghanita Laski, detested metaphor. The military comparison given here was Passchendaele—"the prose was so fought over we ended up with acres of mud".

If that muddy description does not quite fit the sections of the report leaked to *The Observer* at the weekend that may be because what *The Observer* carried (and *The Sunday Times* lifted) was from the third draft. The report went through ten more revisions before reaching the form in which it is published.

Father confessor

Maurice Holt, who was until Christmas headmaster of Sheredes School in Hertfordshire, is setting up as an independent education and curriculum consultant, the first in the country as far as he knows. He says he is prepared to go anywhere and give advice on pretty well anything as guide, philosopher and friend to heads who want to make changes in their schools—because they have just taken over or because it seems time for something different.

His idea is for local authorities to hire him at a head's request. He would then be able to spend a month or two full-time in the school—something an administrator or adviser could ever spare time to do—replanning with head and staff. He could follow this up with further visits.

The cost? "Well, I'd come a bit cheap to start with, so as to get it off the ground. Say £500 a month? How does that strike you? If you think that an L.e.a. can't get much in the way of an adviser for under about £5,000 and then they're stuck with them for maybe 25 years, I should have thought that it might be worth their while."

He's got his eye on both in-service training money—courses for whole school staffs on the new curriculum etc?—and on the salaries some authorities appear to be saving by leaving adviser's posts vacant. So what would an authority be buying? Maurice Holt has his own ideas which he is making no attempt to hide; indeed he is even now busy setting them down in a book to be called, *Curriculum, Structure and Style in the comprehensive school*. His thesis is briefly that comprehensive schools are now entering a second phase during which the somewhat haphazard curriculum arrangements of the first phase need to be tidied up and made coherent. Coherence is the key word rather than differentiation.

At Sheredes, Hertfordshire's first purpose-built comprehensive, which he started from scratch in 1969 he had a common curriculum (not simply a common core) for the first five years and even to a limited extent in the sixth form. Only 20 per cent of time in the fourth and fifth years were spent on options and mixed ability teaching continued for all five years in history and for four years in science and languages.

And the results were impressive with all. All his four of first intake's fifth year stayed on to sixth forms. Nine per cent of them got least one subject at O level or CSE, 92 per cent got five or more subjects, the overall average was 8 subjects each and 28 per cent got five or more GCE grades A, B or CSE grade 1. Such spectacular figures were doubtless swelled by their range of CSE mode 3 subjects, for example, humanities. They put together eight years ago to fit with the new curriculum. "Examiners's exams have changed since then, and I don't think it would be necessary for a school to do that work itself now", Maurice Holt said.

The intake? Five-form entry comprehensive recently increased to six in a fairly middle-class area ("but not your Hampstead middle class you know") competing for parents' choice with a reorganized mixed, ex-grammar school.

"I should say we were a bit of an natural convergence—those children who are very tidy and teachers love in primary schools and stranger an able children with more divergent talents." Does he mean the less conformist parents in the area had been more willing to take a chance with the new school? "Exactly that."

As to Maurice Holt's other credentials: he started off with 7 years as a research engineer with ICI, left to go to a Bradfield with Chenorix-Trench was head and became head of maths there. "During that time I got involved with the comprehensive bug. I really seemed to me that there was where the future lay." He became deputy head at Chipping Norton, an established Oxfordshire comprehensive on what he regards as traditional lines. "They had wonderful timetables with a big colour band across them labelled 'Year 3 children'. I thought that was really the cat's pyjamas to begin with, but then I came to think that it was not really harnessing the full potential of such schools." And so on to Sheredes and now, just as they did when he left ICI, his friends are telling him he is "throwing up a marvellous career".

Well, it seemed to work last time.

Aristides

Next week

Diary of a department's teachers in a comprehensive record a typical week.
Books: Carl Slevin reviews a collection of studies on ideology; Tony Becher writes about curriculum planning and Rowland Berry about child psychopaths; biology textbooks.
Lord Hailsham writes about Oxford and Cambridge.

THE TIMES
Educational Supplement
DAY APRIL 1 1977 NUMBER 3226 FIRST PUBLISHED 1910 PRICE 15p

Maths measures make sense

A special retraining programme to create up to 1,500 extra teachers in shortage subjects next year was one of the more unexpected parts of the Budget this week.

The idea is for one-year courses to train unemployed or serving teachers and others with suitable qualifications to teach those subjects the Chancellor called "particularly important to our industrial strategy". These are mathematics, science, crafts, design and technology.

Such a plan is long overdue. The shortages have been apparent for many years and in the key subject of mathematics have been getting steadily worse. Last year about 1,800 more well qualified mathematics teachers were needed according to the Department of Education and Science's own estimates. In craft and design the country was 520 teachers short in 1976 and in physics 420 short. There are, however, indications of a steady improvement in physics which, if continued, would have resulted in enough physics teachers in a few years' time.

The details of this retraining programme are not yet clear—to the Government or anyone else. What is proposed is that the Department of Employment—not the Department of Education and Science which is normally responsible for teacher training—should pay for it through the Training Services Agency.

The agency has yet to work out exactly how this will be done with the local authorities and the DES. The rough idea put forward is that through the local authorities the TSA will pay grants to suitable entrants or re-entrants.

The DES announced plans of its own for retraining mathematics and craft teachers earlier this year but these leaked pretty certain to founder because local authorities themselves were expected to foot the bill. The latest plan to provide grants from central government funds is bound to revitalize the plans for one-year courses the Department was asking colleges to draw up.

Now the difficulty is likely to be the numbers of suitably qualified applicants who can be persuaded to leave other jobs for teaching. The number of unemployed trained teachers who could readily retrain in these subjects must be limited, though the scheme might turn out to be in-service education in disguise for some of the many underqualified teachers of mathematics who want to improve their qualifications.

The Department's explanation of this latest example of the Department of Employment doing its job was produced this week by a spokesman as necessary because the DES has no "system" for making such direct payments to local authorities. Surrendering some part of the responsibility for teacher training is an indication of the difficulty the DES is having and the lengths the Government is prepared to go to avoid setting up such a system.

The Chancellor also announced a £100m boost over the next two years to help in the rebuilding of the inner cities and the building industry. This is for refurbishing houses and building health and community centres and new factories.

£10m of it is thought to be lined up for school improvements which will restore about a third of the school building cuts imposed in December. This is not a handout from central government funds, of course, but permission to local authorities to spend more if they can find it.

The Temporary Employment Subsidy has been extended by a further year and the 12 month period for which the £20 subsidy is payable has been extended by six months at the reduced rate of £10.

School leavers are also eligible for two other minor employment subsidy schemes announced in the Budget. One will pay employers £30 a week for six weeks to give handicapped employees a trial. This is expected to benefit up to 2,000 disabled people in the coming year. The other will help small firms in development areas by giving a weekly £20 for six months for every additional worker taken on.

No comment

"Illiteracy has been greatly reduced and is free up to university level when scholarships and loans are available"—from a pupil's essay on population growth in developing countries.

Rebuilding Islam

Educationists from the Muslim world began to assemble yesterday at the Mecca campus of the King Abdul University for the First World Conference on Muslim Education. The conference will last until April 8.

It has a daunting task: to recreate the ancient Islamic system of learning which has been all but destroyed by the imposition of western secular education during the colonial period and by Muslim states anxious to import the technological benefits of the modern world.

Western concepts of "knowledge for the sake of knowledge" and "knowledge for the sake of utility" omit the crucial spiritual dimension in all human learning, according to Islamic academics, who, not even the natural sciences are value-free. They must be seen in relation to God.

Muslim scholars, writing in this week's *Extra* to mark the conference, claim that the separation of learning and religion is at the root of the "problems of identity and alienation" facing the West. They warn that Islam will go the same way unless urgent steps are taken to redress the balance.

A permanent secretariat in Saudi Arabia is planned to implement the conference's resolutions. Massive teacher training programmes will have to be carried out, textbooks at all levels rewritten. Money will be no problem, thanks to the oil. But the logistics of how to reconcile the systems of such widely divergent countries as Saudi Arabia, Pakistan and Algeria, for example, will create lot difficulties for the planners. As Dr Kalim Siddiqui, of the Muslim Institute, London, writes: "(the conference) will have to come to grips with . . . harsh social realities. The fact is that Muslim capitalism is as ruthless and destructive of Islamic values as western capitalism".

The conference is not merely of academic interest to Britain. The educational problems of immigrants in this country usually focus on race and cultural aspects. An example is this week's report by the Commons Select Committee on West Indians in our schools (this page). But Britain's estimated one million Muslims (of whom about 50,000 are of school age) also face pressing religious difficulties. This item on the agenda of Mecca is how to help Muslim minorities.

Above: Illustration from a Persian manuscript

20 pages on education and the Muslim world

Centre pages

MPs ask why black pupils fail

by Virginia Makins

There should be a high level, independent inquiry into the causes of West Indian children's lack of achievement in schools, and what is needed to improve it. This is a central recommendation of the latest report from the House of Commons Select Committee on Race Relations and Immigration, published this week, which focuses on West Indian problems.

The Department of Education and Science comes in for considerable bashing. The committee recognizes that its last report persuaded the DES to set up assessment and diradvantage units. But it believes not nearly enough has been done.

The Department could have given a clearer and more consistent lead in reviewing the number of West Indians referred to ESN schools. It should know numbers, rather than deal in impressions: the committee recommends that statistics of West Indian children in ESN schools should be published and carefully monitored.

The DES should also issue a circular about recent good practices, emphasizing the importance of consultation with parents and with representatives of the local West Indian people.

The committee says special measures should be taken to

continued on page 3

Heads off Oakes
Headmasters react with astonishment to Mr Gordon Oakes' call for an end to small sixth forms page 10
They also reject a pay rise page 3

£1,000 students
Student grants are to top £1,000 a year page 5

Great Debate
With the London and Exeter conferences the regional circus has come to an end. Next stage, a Green Paper to be published in May
Reports pages 6, 8, Leader page 2
George Cooke, Letters, page 14

School safety
Local authorities are responsible for health and safety in schools, not teachers, say government safety watchdogs page 7

Polish lessons?
Poland's schools are going comprehensive, but emphasizing academic achievement in a formal setting page 12

Self-monitoring
Teachers in a large comprehensive have kept a record of a week in the life of their department pages 18, 19

Panorama
Readers letters on the BBC film of Faraday School Back page

Too much talking?
Junior pupils say teachers talk and about too much page 27

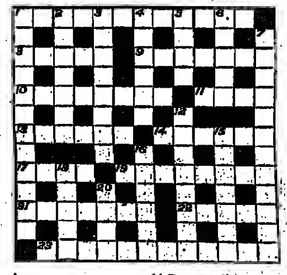
Oxbridge memory
Lord Hailsham reviews two anthologies of university reminiscences page 20

Ideologicalities
Carl Slevin analyses some current definitions of ideology page 20

Leaders, 2; personal column, Gerry Fowler, 4; foreign news, 12, 13; letters, 14, 15; sport, 16; features, sexism, 17-19; books: education, music, society, politics, biology, 21-25; resources, 26; Talkback, teacher behaviour, home visiting, reading, 27; arts reviews: school and community plays, Royal Court Young Writers Festival, television, 66, 67; crossword, bridge, Faraday letters, 68.

Classified ad index 28

Crossword No 1,078



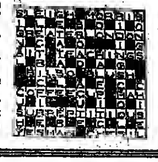
Across

1 Is she in port unless? (9, 3).
8 Incorporated in a Cheldeon city (5).
9 Scored a hit with love five? (7).
10 A side on trial? (4, 4).
12 Cancel the cancellation (4, 3).
13 Clerical commands (6).
14 Passover light? (6).
17 University players who do not get their blues (4).
19 NCO providing cover in church (8).
21 Old prison entry replacement (7).
22 Dance for would-be whites? (5).
23 You can put your shirt on it without losing your bet (7, 5).

Down

1 Indicate a merryman (5, 2, 5).
2 Descriptive of intaglio (7).
3 They keep the collections (8).
4 A bit for the Chichester peerage (6).
5 Such a tie should surely be ornamental (4).
6 Assault with a stone (5).
7 Play that could have unfortunate results (4, 3, 6).
12 Send a quick message (6).
15 He sits on people who are late (7).
16 Present company stick together (6).
18 Bothways pin (5).
20 But do we need poverty? (4).

Solution to Puzzle No 1,077



Maths teasers

THE UNCERTAINTIES OF CRICKET

Have you heard the exciting story of the end of the cricket season for the Willow Wanderers Club? No? It was like this.

At the start of the last match the two opening batsmen, Driver and Glancer, had scored exactly the same number of runs for the same number of completed innings, and were running neck and neck for the silver cup awarded each year to the batsman with the best average. They went in together and Driver scored freely all round the wicket, but Glancer had the misfortune to get in the way of a bumper, and retired to the pavilion with 2 runs, not out, to his credit.

Soon after he had passed his average for the season Driver was out to a catch on the boundary, having scored 40 runs. When he reached the pavilion he was congratulated by the captain on winning the batting cup, but when the innings was closed, the scorers worked out all the averages, and announced that Driver and Glancer still had the same average for the whole season.

Everyone was incredulous, but when the figures were checked, it was found that each batsman had increased his average by exactly the same amount, but as Driver had scored a total of 38 more runs than Glancer, he was awarded the silver cup.

The two best bowlers in the team were Flinger and Turner, and at the beginning of their opponents' innings each had taken the same number of wickets in previous matches for the same total of runs, and were on level terms for the Bowling Cup for the best analysis for the season. The wicket was hard and dry, and suited to the fast bowler, Flinger, who took five wickets for 50 runs, but Turner could get little spin off the wicket and took only one wicket for 20 runs in a short spell.

Naturally Flinger thought he had won the Bowling Cup, but the scorers announced that Turner also had taken five wickets for 50 runs, but because of his better average he was awarded the cup.

Can you calculate the season's average for each batsman and each bowler?

QUADRISECTING QUADRILATERALS

Which of these types of quadrilateral is quadrisected (i.e. divided into four pieces of equal area) by its two diagonals? (a) square, (b) rectangle, (c) parallelogram, (d) rhombus, (e) kite, (f) trapezium, (g) cyclic quadrilateral that is not a square or a rectangle?

D. B. Egerson

The solution to the crossword in last week's mathematics teaser of February 25 should have read: "Question 1. Four lines of symmetry. 2. Four: the two diagonals and two lines bisecting opposite sides. 3. 13/60, 17/60. It is more than ½ and less than 2/3, 3/11, the latter being the closer approximation." We apologize for the error.

(a), (b), (c), (d).

Quadrisecting quadrilaterals: Only squares and rectangles.

Cricket teaser: Averages were $(h+20)/(W+1)$ and $(h+2)/W$ respectively. If these are equal, $W=18(20-2)$ and substituting this value for W in each fraction we find the common average is $(h+36)/19$. Hence if each batsman scored 38 runs more than the average, he would have had an average of $h+2$. Since Driver had scored 40 runs, he had exceeded his average by 2 runs, and substituting this value in the equation we find $h=34$. Hence the common average is 38 runs, both for each batsman and each bowler. Driver had previously taken 40 runs for 1 wicket, Flinger had taken 50 runs for 5 wickets, and Turner had taken 50 runs for 6 wickets. Flinger was awarded the cup, since he had taken more wickets than Turner during the season.

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TIMES PAST THE TIMES

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Sweeping up the crumbs

The Great Debate, eight meetings in England and one in Wales, is over. Some 350-400 people have bad at least a limited say. Officials and ministers have travelled many miles, written many notes and taped many hours of speeches.

The next stage will be the publication in May of a Green Paper on the four topics—core curriculum, standards and monitoring, teacher training and preparation for work—with which the debate has been concerned. There is every reason to suppose that the first draft of that document already exists. Indeed, if it does not, what have all those inscrutable mandarins with the fat brief cases who have dutifully attended the debates been doing all these weeks?

That does not however mean that Mrs Williams lies when she says that ministers have had no sight of it. Nor does it mean that ministers will not alter substantially—possibly totally—what their officials put before them. For there are indications that the Green Paper, no less than the debates themselves, will bear Mrs Williams's personal mark to an unusual extent.

What has the debate achieved? The format of the meetings themselves has crossed the development of any real discussion. The ministers taking the chair have been more concerned to let all interests speak than to pursue particular points raised.

There have been some interesting ideas thrown up rather at random. There has been, after a slow start, a loud voice for multiracial education. There has been an unexpected degree of consensus for some form of curriculum coordination and more organized forms of assessment before 16 plus. There has been a deafening demand for all and any means of improving the quality of the teaching profession by both increasing standards of entry and ensuring the existence of in-service training. There has been a strongled cry for resources.

Local authorities have on the whole kept rather quiet. Trade union representation has, with a few exceptions, been bogged by the teaching unions. Employers have been remarkably ineffective and parents remarkably polite.

The policy makers are proof as never before against the accusation of secrecy and not consulting. They must have a clearer idea of where the consensus lies. Indeed the whole operation has probably helped more than anything else to create such a consensus. Furthermore somewhere someone must have said almost everything that anyone might wish now to include in his or her policy. The DES, proud possessors of the verbatim transcripts, will be able to trot out any opinion it raised.

Endangered species

The White Lion Free school has a last chance for survival: today the Inner London Education Authority schools sub-committee will decide whether to fund it. Until now, it has refused. If it refuses again, the school will close.

White Lion has survived in a totally deprived square quarter mile of Islington for five years, on private and foundation money, grants from the social services department and marginal grants from the ILEA for youth activities, meals and milk and resources.

At the moment there are 38 primary and secondary age children on the roll, and ten pre-school children. The school runs on very democratic principles: teachers (or "workers") share all jobs, including cooking and cleaning, and decisions are shared by parents and children.

The most legitimate way for the ILEA to fund it is as grant aid to a voluntary body. It would like to make the school an intermediate treatment centre for persistent truants and disruptive children. White Lion takes many such children, and social and welfare services press to have them admitted. But it also takes half a dozen children whose parents have positively chosen the school.

The (often disregarded) aim of the intermediate centres is to get children back to normal schools. White Lion will not accept this aim.

With rapidly shrinking school rolls, it is becoming harder for local authorities in cities to use the loopholes for alternative projects. But in this case White Lion has enthusiastic support from social services, and cooperates closely with local schools. It attracts visitors from all over the world—not least the ILEA teachers seeking solutions to the obvious failures of conventional schools.

White Lion is asking for £27,000 this year to run the school at normal ILEA staffing and capitation allowances. Foundations would meet part of this if ILEA gave substantial support. ILEA officers have proposed a solution: all children referred by officers consider suitable for "ordinary" schooling should be transferred to local schools in September, and White Lion should accept the aims of intermediate centres.

This would be rightly rejected by the school, who have always set out to be an alternative school and an experiment in community education, not an intermediate affair. ILEA argues the school is too small to be viable. Its workers, parents, children, and many teachers in local schools disagree.

ILEA is surely big enough to overcome its bang-ups about funding private ventures. White Lion has proved its capacity for survival. Its value to a distressed community (and its hard-pressed schools), its interest to the education world at large, and its willingness to submit to normal local authority inspection.

Black spot

One should not expect parliamentary committees to solve problems in their main value is the evidence they extract from government departments, and their ability to put them on the spot. This week the Commons Committee on Race Relations has again put the Department of Education and Science on the spot.

But this time, the DES has more cause to be aggrieved. A recommendation that "special measures should be taken to improve the teaching of literacy and numeracy in primary schools" is just silly. What do they think the education service has been trying to do all those years?

The most important sections relate to the fashionable notion that blacks must be counted. The DES has dragged its feet here longer than most other departments. It has been more concerned with pointing out difficulties than with finding out ways others were devising to overcome them.

At the moment, discussion of the under achievement of black children is mainly based on subjective judgments, rumour, and research which avoids the pressure groups concerned. This is inadequate. If any effective educational policy is to be devised, hard information is needed.

The DES now admits, somewhat grudgingly, that it might count the number of black students in teacher training, and teachers in schools. It should now go much further in seeking ways round the obvious difficulties of definition, and labelling involved in monitoring. Provided this is done in close consultation with the ethnic minorities involved, the benefits should far outweigh the dangers.

Learning how to grow up

Margaret Maden

While it may appear that teachers and industrialists are assuming warlike stances on the matter of school and work, there is, in fact, a good deal of common ground between them.

In the contributory papers to the Great Debate The National Association for Teachers in Further and Higher Education talks of the school's proper function being "to prepare young people for working life in a highly industrialized society". The National Union of Teachers refers approvingly to the fact that "teachers do take very seriously the need to study industry's role in society and to prepare young people for the transition from school to work".

The Confederation of British Industry tells us that "Employers have long been calling for greater emphasis in schools on preparation for working life" and the TUC says "it is the schools' responsibility to give the best possible general education about working life". While the analyses of why schools are not actually doing all of this differ, there remains a consensus about the need for an improved and more specific curricular programme.

There is an apparently clear and positive prescription, but there is a curious absence of any description or analysis of the young people themselves, and in particular, their behaviour as workers within school, or their perceptions of work beyond school.

Without being unduly psychological or esoteric, I would suggest the CBI misses the point completely when it talks about the "transition from one environment to another" being most effectively managed through "the mounting of special vocational preparation courses in the last year" in school.

If this is the answer, then we teachers are, indeed, being let off lightly. Careers education, including vocational guidance and even some work experience, has been a growth industry in schools over the past 10 years, yet young people's fantasies about work remain. Is this then, yet another call for more of the same?

Ironically, some of the more specific fantasies seem to be engineered by industry and by central Government itself. Black students, for example, often achieve real success in technical studies in my own school only to be thwarted by the reality that most manufacturing and engineering industry has long since left London.

However, more general fantasies starved by most young people at school (and sometimes in collusion with teachers) derive from the school being an institution which is essentially out of gear with adult life. This will not be resolved by a changed curriculum in which initially teachers and then young people learn about "trade, industry and the wealth-producing sectors of our economy". (DES Great Debate agenda.)

I think that the practical social experiences of young people in school are more important in talking of the transition from school to work, and must be implanted in the way in which a school operates as a work place. I think that many secondary schools are unprecisely childish places.

Poor behaviour among school students, in the form of petulant aggression or its obverse, sullen apathy, often I believe, results from this condition. We need to find ways of helping young people develop their own sense of authority within school, ways which will demonstrate the importance of the skills of active listening, compromise, negotiation and other means whereby conflict can be constructively handled.

Two pieces of work have recently helped to clarify and confirm my views on this. First, John Bazalgette and Andy Oakes, of the Grubb Institute, wrote a report which followed a series of meetings they had organized with a small group of fourth year non-attenders. In this, the complexities of these young people's views of home, school and work emerged and it became clear that the central, overriding dependence of childhood remained well into adolescence.

Bazalgette summarized this by describing the dependence in terms of the young people perceiving the school timetable as "it has timetable: it told one when the bus would come, one simply got on it and the driver took one to one's destination; the individual may have to exert himself a little in choosing which bus to board and when to alight.

While these young people insisted that independence and freedom would be automatically acquired once they left school, it was clear that they had resolutely fixed notions that there was no need for them to make any effort or actively to work towards independence.

Allied to this, in all cases, was a fantasy which they refused to test, that a relative (usually father or elder brother) would "fix them up" with a well-paid, secure and prestigious job. The school surely has a responsibility to these young people (and indeed, to the majority who do not actually vote with their feet) to help them learn how to work in a more positive and mature way.

Second, a report from the Rubber and Plastics Processing Industry Training Board on *School Curricula for a Changing World*. This was interesting in that having stated the intention needed to be paid to skills, the report then emphasized such school objectives as the development of self confidence, awareness to accept responsibility, opportunities with others in the community and common objectives, self discipline.

Both the reports indicate the need for something other than more curricular input. Although first two years of secondary school in particular, young people need to learn more from their environment than which is established in formal curriculum—for example, more adult relationships, the idea of a "contract" of rights as well as duties, and greater involvement in processes of consultation.

These would not be a dreamy up by some ogalitarian teachers but represent, rather, a serious attempt to educate young people for transition to work. The best way to learn about negotiation, promise and the real constraints in any situation is not through latest teaching kit but through active participation in the management and operation of a school as a place.

Allied to this, work experience schemes would be better seen as an extension of the principles and contents I have outlined rather than yet another form of vocational course. All young people, at the ages of 13 and 14, should undergo such work experience as a sort to Industrialists, trade unions whereby teachers, shop stewards, shop floor workers (whether in department stores or factories) can help young people move from childhood to adulthood.

Similarly, the young person who wants to use school after the short-time education should be allowed to do so.

Many young people would wish to continue at school and, at the same time, earn some money. The presence of such part-time students would, in itself, show the school to be a place of adult activity and more adult. It would also help to eliminate the so-called "sixth formers" (and staff) dilemma.

The critics of schools should think hard about restrictive practices in relation to both work experience schemes and obligatory full-time education as these are both serious impediments in the development of schools as more adult places of development which would be welcomed by many, especially the young people themselves.

The author is head of Islington Green School, North London.

Letters to the Editor

Still on the air—with confidence

Sir,—Michael Cooke very warmly and generously draws attention to BBC school radio, the steady excellence of so much of its output, the size of the operation and its contribution to education over many years (March 11). He also asserts that BBC management does not appear to love school broadcasting, that many of the BBC school radio programmes are too demanding to be used by teachers because of an excess of educational idealism on the part of those that produce and direct them, and that BBC school publications are set on a course of decline and self-destruction which will be highly damaging to school radio and all this stems from a "mammoth loss of confidence" by the BBC in its products. Is this so? What is the real position?

The BBC is currently in difficult financial straits, as are many other organizations. The licence fee was fixed some years ago. Few people then expected inflation to rise as quickly as it has. So things have been tough.

Educational broadcasting is expensive but the BBC has not reduced the funds for school broadcasting and it unequivocally stated in its evidence to the Annan committee that it did not wish to reduce, or in any way escape from, its television and radio educational responsibilities. This BBC public commitment has not changed and the Annan committee has said that the "broadcasters' track record is too consistently successful to contemplate their release from their obligation to make educational programmes".

It is not true that Radio 4 is trying to push us off the VHF wavelength; nor is it true that school radio's place is endangered by any planning for future re-allocations.

We have responded to the many requests over recent years from teachers, HMIs, advisers and members of the programme committees of the School Broadcasting Council to give teachers more information about broadcasts, particularly in the form of notes accompanying individual series, and giving detailed suggestions for class or group activities which may be developed after hearing the programmes live, off-air or from a tape recording made by the school.

Even more important, how demanding should the programmes be for pupils? A programme which goes beyond the understanding of many listeners is useless; even a short section which is much too difficult can be extremely damaging to the programme's impact.

The suggestion that we are firing over the heads of teachers and pupils is hardly borne out by the high audience figures for many series. Occasionally programmes and programme ideas do shoot up too high but audience figures are a powerful corrective for all producers.

And now the school radio publications. We regret we have had to make reductions. Over the years we have built up a very substantial range of titles available to teachers and managed to produce supporting material, sometimes for small audiences, which were uneconomic.

What has happened, as teachers will know even better than we, is that the amount of money schools can spend on all consumable items has dropped dramatically in real terms.

To equate this reduction in the number of publications with a loss of confidence by the BBC in school broadcasting and their publications is wholly incorrect. It should be vigorously refuted.

What have we to do? At the present moment we are looking at our current provision with a view to ensuring that in the next two or three years there will, nevertheless, be a range of BBC school material of good quality.

One thing we are not going to do is to cut down in the advance information to teachers about the annual series notes for teachers.

CHARLES ARMOUR,
Head of school broadcasting,
BBC Radio.

More letters, pages 14, 15

Heads say no to pay deal

by Stephen Cohen

Headmasters in England and Wales have voted to reject the pay rises agreed last month between the major teachers' unions and local authorities. They feel they have been discriminated against.

At a closed session of the Headmasters' Association annual conference at Oxford last week heard a report from the association's representative on the Burnham Committee, which negotiates teachers' pay. John Simpson, head of Hartcliffe School, Bristol, said his organization in the committee for a better deal for heads did not get much support.

The Heads say that the differences set up in 1974 between their salaries and the pay of other teachers have been eroded by every subsequent settlement since.

The latest pay award gives all teachers, whether they earn the minimum of £4,422 or the maximum £9,996, a rise of £189 a year. Teachers on the lower pay scales will get £132, while those earning between £3,060 and £4,160 will get a 5 per cent rise minus £21.

The heads' decision to reject the increases will not mean that they will not get the extra money. Ratification of the rises depends on a majority vote of the teachers' unions and the heads have only one vote. Headmistresses were deciding this week whether to join them in their refusal to ratify.

Mr Simpson argued in the Burnham Committee that teachers who were at the top of the scales and who did not receive annual increments should not have to bear the cost of the extra pay received by others who did get the increments. Negotiations in the committee hinged on the cost of these increments, which was said to be about £10,000,000.

This sum was deducted from the maximum the teachers could have got under the social contract's pay code and has the effect of reducing individual pay packets by about £21.

Heads, said Mr Simpson, should not have to pay for increments since differentials had been reduced by every settlement since 1974.

Rejection of the offer allows the heads to make a public statement of their dissatisfaction.

● Pay increases for polytechnic and further education lecturers were agreed this week by the Burnham Further Education Committee. The increases will range from £130 a year for staff earning less than £3,200 to £180 a year for those being paid £4,160 or more.

Young people cluster round a display at the Engineering Careers Convention at Reading University last week.

Industrialists want higher rewards for 'core' staff

Teachers of the core subjects should be given higher status or higher pay, says the 1972 Industry Group, a manifesto published last week. The group, which describes itself as a gathering of friendly critics of Labour industrial management policy, wants education to be geared to producing a skilled and dedicated work force.

There ought to be a complete change of opinion about the careers to which the most able pupils are directed, says the manifesto, which is co-chaired by the industrialist, Sir Raymond Stevenson, and which drew advice on, among others, Lord Crowther-Hunt, former education minister. "Industrial work must be presented as a challenge to idealism and ability."

To get the point across to teachers there should be regular in-service training on the state of industrial society and special grants to students moving into industry-related further or higher education. Places left vacant in colleges of education should be allocated to scientific and technical courses.

The universities are urged to recognize a duty to increase the output of industrially-oriented graduates and to "move away from the current emphasis on seeking to meet student demand for places in higher education in subjects of their choice.

"Instead, they must combine to provide a collective mechanism through which they can cooperate with industry, government and the schools in working out and carrying out the necessary programme of manpower development which will meet the needs of industry and society."

They should promote courses with an industrial and technological bias, devise the new curricula required to produce the kind of adaptable graduate required and courses "more attuned to producing the sort of graduate needed for specialist work in industry".

● A more modest programme has been drawn up by the Engineering Employers' Federation, which wants all engineering firms to foster links with schools and local education authorities. It would like to see closer relations between careers teachers and employers, a formal examination of the type of education needed in the future, and an improvement of the salaries of professional engineers in industry.

Cuts threat to colleges clearing house

The Central Register and Clearing House which processes applications for college places from would-be teachers has fallen victim to the cuts in teacher training.

Because fewer places are now available for prospective teachers, the clearing house is facing financial problems which threaten its survival. The £3 a head charged to students and the £2.25 paid by colleges for each admission did not raise enough money last year to meet the clearing house's running costs. There was a deficit of £9,753.

Negotiations are now taking place to expand the organization's work but they are likely to meet strong opposition from the polytechnics. Ideally, the clearing house would like to handle all the applications to the polytechnics and other colleges of higher education, but the polytechnics do not want to get involved.

The polytechnics treasure their independence in deciding their own admission procedures and would object to paying for a service which now costs them nothing since students write directly to the polytechnic they want to attend.

No polytechnic is likely to agree to hand over its admission system to the clearing house. And, although entry to teacher training courses in the polytechnics is currently handled by the organization, there is a question mark hanging over this.

The clearing house was set up 50 years ago by principals of colleges of education who wanted to bring some organization into the applications system. It used to be completely self-supporting until inflation and falling numbers combined to produce the losses.

From a student's point of view the system is expensive. The £3 fee entitles him or her to list six colleges in order of preference. But 80 per cent of students are admitted to the college of their first choice, and, if the system allowed it, they could have got the same service for the cost of an 8½p stamp.

Mr Edwin Peirson, chairman of the clearing house's council of management, said this week that if the polytechnics did not use the system, the clearing house would have to be "cut down to size".

Easter start for summer jobs rush

More than 70,000 16-year-olds are expected to leave school this Easter and try to get jobs ahead of the end-of-summer rush. They will again swell the number of leavers seeking work to more than 100,000.

There are already 31,000 under-18s on the unemployment register in Great Britain who have not worked since leaving full-time education. The number of notified vacancies is under 23,000.

Although the estimated 70,000 means that about 2,000 more leavers will come on to the jobs market than at Easter last year, it also suggests that more are staying on. The leavers represent about 14 per cent of those who have reached leaving age.

Most of those leaving, a DES official said this week, are in the group who are finding it most difficult to get jobs—those with no formal qualifications.

'Broke' DES pulls out of job training scheme

by Mark Jackson

The attempt by the Department of Education and Science to gain a key role in the new measures to help school leavers has run into difficulties. The department has been unable to pay for its share in the unified vocational preparation programme the only scheme in which it has a part.

The scheme, which was formulated by the DES, was intended to improve the career prospects of under-qualified young workers by courses in general life and work skills. There would be remedial education for those who need it. It was to be run jointly by the department and the Training Services Agency as equal partners.

But the DES, already discomforted by the poor response of employers to the pilot programme now under way—and by hints from inside the TSA that the whole approach would have to be rethought—has now discovered that it has no funds for the programme. The agency has been left to pay the training boards and colleges who are providing the pilot courses.

A TSA spokesman said this week: "The estimated cost of the scheme this year is £500,000, which is being provided by the agency. The £600,000 which will be required in 1977/78 will be contributed on a 50-50 basis by ourselves and the DES."

Some senior officials in the DES feel that the lack of financial provision at the start of the programme demonstrates that its ministers are not really interested in gaining a foothold in the new measures.

Said one: "The Education Secretary is making it increasingly plain that we should concentrate on education, and leave training to others."

However, the importance the DES attaches to the programme was made plain on Tuesday when the board of the new unit which the Education Secretary has set up to develop the further education curriculum met for the first time.

Its chairman, Mr John Tomlinson, Cheshire's director of Education, said that the board had been asked by the Department to give high priority to helping the programme. The unit would be reviewing the courses which were being set up by colleges and industrial training boards in various parts of the country. Mr Tomlinson described the new body as FE's equivalent of the Schools Council except that it would not have any role in developing exams.

The unit—Mr Tomlinson and the full-time director, Mr Geoffrey Melling, HMI, are looking for a name for it—will not be commissioning any research initially. Instead, it will study the content of the curriculum and the organization of studies throughout the FE sector, and identify and publicize the best practices. Mr Melling expects to have about £100,000 a year to spend at first.

Priority for the first two years will be given to courses for the 16 to 19-year-olds, but the unit will also concern itself with advanced FE. With a full-time staff of six, including a secretariat, it will use existing educational institutions in the regions as field agents. It expects to advise industrial training boards as well as colleges.

Mr Tomlinson and Mr Melling both emphasize the unit's independence of the DES: Mr Melling says he is no longer in any way responsible to the inspectorate, and Mr Tomlinson says that, although the unit has been set up and is funded by the Education Secretary, the Department's representatives are present only as ordinary members, and not as assessors as they are on most similar bodies.

Probe into why blacks fail

Continued from page 1

improve the teaching of literacy and numeracy in primary schools with large numbers of West Indian children, and special attention should be given to their difficulties in adjusting to secondary schools.

Ways should be found of increasing the number of teachers of West Indian origin. The Department's ignorance of numbers now in colleges and schools comes in for critical comment. Statistics should be kept, and monitored.

A special fund should be established to meet the special educational needs of West Indian children and adults (and other ethnic groups). The government has expressed reluctance to do this. At least steps should be taken to make full use of Section 11 of the Local Government Act and the Urban Aid Programme, to make sure that vulnerable groups are not unduly hit by economy cuts.

ANNOUNCEMENT

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Birthrate threat to the universities

Universities and polytechnics may be in danger of the same fate as the colleges of education because of the sharply declining birthrate, the Conference of University Administrators has warned.

In a report on student numbers, prepared for its annual conference this week in Swansea, the CUA says this is the most serious threat yet to the accessibility of higher education. The era of growth is drawing to a close.

Small universities would not be able to get bigger, and the medium-sized would not be able to catch up with the larger, it says. Advanced further education might be even more vulnerable, because despite growth in polytechnics, universities still attracted most of the better candidates.

It warns that as a remedy, the Government might wish to hold down expansion so as not to recruit extra staff or invest in additional plant which would be surplus to requirements when the downturn in numbers arrived. But although the 18-year-old age group would fall by about 32 per cent between 1982 and 1995, the number of students might not fall as much as the Department of Education and Science has predicted.

Recent statistics have shown that the decline in the birthrate is in skilled and unskilled jobs, while about 50 per cent of fathers of university students are in professional or managerial occupations. Moreover there is a trend for more sixth-formers to stay on at school and get higher education qualifications, and for more women and mature students to apply for higher education.

The report urges universities and the whole of higher education to think about these problems now, so as not to be caught in "the state of unpreparedness that characterized the colleges of education". If these questions were being considered, very little data or conclusions were being made openly available.

The crucial statistics should not be restricted to the Government. The report calls for a joint standing committee, of the appropriate Government departments and all parts of higher education, to monitor statistics relating to demand for higher education.—THES.

Assembly halls could collapse

Thousands of pupils in the United Kingdom are using school assembly halls which could collapse at any time.

Two Government departments have warned local education authorities that 70 schools and colleges may be in a dangerous condition because of the use of calcium chloride in concrete columns.

The new scare about the safety of postwar school buildings comes three years after the high alumina cement fiasco when dozens of schools had to have costly emergency repairs to deteriorating roof beams. The Department of the Environment and the Department of Education and Science have alerted architects to the new danger.

About 350 buildings in the United Kingdom have been constructed with pre-cost pre-stressed columns by Gilbert Ash Ltd, who erect intergrid buildings. Whitehall learnt of the dangers of the use of calcium chloride for quick setting of concrete when the Westergate Secondary School in West Sussex was found to have "corrosion". The assembly hall at Westergate was closed for two months last year "for safety precautions".

Architects have been told to employ structural engineers to look for "cracking, rust stains and spalling".

The Building Research Establishment has also been asked to investigate the intergrid buildings which were first developed in the 1950s to cope with the postwar bulge of schoolchildren.

Why travellers keep moving

Only about two in five gypsy children go to primary school and one in 10 to secondary school, according to Her Majesty's Inspector responsible for gypsy education.

Mr Don Buckland, writing in the latest edition of the Department of Education and Science magazine, *Trends in Education*, says attendance is poor because of the lack of proper stopping places for travellers. "Something like 70 per cent of travelling children may be on the roadside or on a piece of wasteland, moving from one unauthorized site to another, and many of them will reach school leaving age without ever being urged or encouraged to attend school."

Even a child who went to school could easily be put off it. "An unhappy first taste of school may be enough to stop him ever coming again" he said.

Local authorities were beginning to make special arrangements for gypsy children but some hesitated because of uncertainty about demand or because providing education near unofficial sites could encourage gypsies to stay. The DES had financed four special courses on gypsy education and more than 200 teachers had attended.

Greater cooperation between those responsible for providing services for gypsies was needed. "Some progress has been made but a great deal more needs to be done before the situation of travellers and their children can be regarded as at all satisfactory", he added.

Trends in Education 1977 Spring Issue. HMSO. 50p.

Non-selective v grammar —£6,500 test

Grammar schools and comprehensives may be contrasted to discover which is the better system. The National Children's Bureau has been given £6,500 by the Department of Education and Science to find out if such a study is practicable. A pilot scheme will start in the autumn.

Dr Mia Kellmer Pringle, director of the bureau, said this week that "the research can only be sound if we confine ourselves to young people who have been in one or other of the types of schools throughout their school careers."

The survey will be made against the background of a major study in which the bureau is following the educational progress of 16,000 children born in one week in March, 1958. It may be possible to extract much of the information required from that data.

Most kindest cuts of all

Grants to universities this year are to be cut by only 1 per cent—instead of the expected 4 per cent.

Mrs Shirley Williams, Education Secretary, said on Monday that the total for 1977-78 would be £562m, plus £35m for furnishings and equipment. And she hopes they will get about £556m for 1978-79; £564m for 1979-80 and £572m for 1980-81.

But she emphasized that these figures were bases for planning only. "They do not represent firm commitments, and they are subject to revision.

"As they are revalued in successive years the grant for the first year will be fixed in the form of a cash limit, while the other figures will remain provisional indications of grant." If costs rose substantially higher than those implied in the limit the Government would be prepared to review the position.

The outcome would, however, depend on the country's economic position at the time.

Bexley to keep 11-plus for another 15 years?

Bexley Council's plan for going comprehensive which Mrs Williams has asked for by May 24 will include the retention of the 11-plus for possibly another 15 years.

The education committee also decided on Tuesday to ask the Education Secretary for much more money to improve its secondary modern and grammar schools before making them into 11 to 16 and 11 to 18 comprehensives.

The committee wants each of its comprehensive schools to be on one site. This would mean reorganizing the borough's only comprehensive, Erith School, established as a 2,000-pupil comprehensive five years ago. More than 300 parents of children at the school have already opposed this plan.

The outline scheme for a comprehensive adopted by the council will form the basis of discussions with interested parties in the next six weeks before a plan is sent to the Department of Education and Science.

Bexley was one of the 10 local authorities which defied the previous government over the setting up of comprehensive schools, and refused to submit plans for all-ability schools after the new Education Act became law last year.

A spokesman for the education office said the education committee had decided to keep the 11-plus in the process of changing to a comprehensive system.

"Mr Brian Sams, chairman of the education committee, has on record as saying that it will take 15 years", he said.

Last resort for the lazy

Teachers and parents are not doing enough to prepare children to cope with the problems of family life, or to help those who are not cut out for parenthood to make an informed choice against having children, said Dr Mia Kellmer Pringle, director of the National Children's Bureau, at a conference at the bureau on preparation for parenthood.

Only one in six of the 15,000 sixteen-year-olds questioned in the bureau's national child development study felt they needed more sex instruction, she said, but more than half wanted to know more about child development and the practical problems of family life. "Unless sex instruction is given in the context of a general preparation for taking on adult responsibilities, there is a danger that adolescents will get the importance of sex out of proportion and feel almost expected to experiment".

But child development preparation for parenthood, like parenthood itself, is a frighteningly low priority in often schools regarded as throw away option, that for the below average and for the bottom sexes had a lot to do as the bureau's findings showed they were willing to do if the opportunity.

"We must start from the assumption that they can become parents if they are trying to take on the responsibility," Miss Dorothy Baldwin, of the child development team, said. Many young people are not informed enough to withstand pressures. They are pressured into parenthood because their friends view childlessness as selfish.

"It is the teacher's job to impress the message that marriage must not be considered as a symbols or possession."

Jobs shortage—even if good times return

The most sweeping proposals yet for combating youth unemployment are being made by the British Youth Council. They involve sacrificing the most sacred concept in Britain's industrial strategies—increased productivity.

In a 100-page report prepared by a working party which includes the TUC and Tory reformers, the council calls on the Government to slow down or reverse capital intensive investment which cuts the manpower needs of the public sector, and to consider changing the tax policies which encourage it in private industry. Instead it wants the Government to encourage the development of small enterprises which provide jobs as well as economic growth.

The working party bases its proposals on a lengthy analysis of the causes of teenage unemployment. Like the Manpower Services Commission working party whose findings were returned in last week's *TES*, it asserts that there will still be a shortage of jobs for young people even if the economy improves during the next few years: but it goes further and insists that it will continue even if we get back to something like full employment.

The council wants short-term measures to offset the present crisis, and is in favour of an overall guarantee of some kind of work or education to school leavers which has been recommended by the MSC working party: but it wants the scheme to operate within a programmed system of guidance, training, education and work, watched over by a new statutory body with no executive responsibility.

The report also favours the multimillion-pound grants, outlined for all school leavers to further education as well as other forms of training or work education. The extensive development of vocational preparation scheme which it envisages will, the working party, require a considerable expansion of further education.

To force employers to offer the various training responsibilities it proposes, the council wants the Government to set up an independent national training board.

Grants go up: loans go out

Loans are out. "The difficulties of running a loans system are enormous", Mr Gordon Minister for Higher Education, told a press conference on the Monday when announcing the national increase in student grants in September.

Grants to full-time students in higher education are to go up by more than 15 per cent in a maximum of £1,145 a year. The incomes at which parental contributions begins will be raised from about £3,200.

Critics was alarmed at the number of parents who fail to fulfil their obligations—about 75 per cent. Talks with the National Union of Students, he said: "I am not about this. It is detrimental for sons and daughters, but it can be run easily to abolish it."

Nurses, all students who are asked to contribute unless their grants are £3,000 a year or more, students will receive at least £80 in maintenance costs regardless of parents income.

The main grant is to be increased to £875 to £1,010 outside London students living away from home in the capital will get another £190 to bring their grants to £1,145 a year. Students living at home will get £785 instead of £675.

For postgraduates the increases range from £275 for students living away from home in London; £205 for those living away from home outside the capital and £150 for students living at home.

Next year the current earning requirement for mature students will no longer apply. The special additional grant will be raised to £100 for each year over the age of 25, rising to a maximum of £400 at 29.

The changes will cost about £53m, of which £20m will go to undergraduates. This will bring the total cost of awards to undergraduates next year to roughly £515m. Postgraduate awards will cost £20m.

The table gives details of the new awards structure and compares it with this year. The changes come into effect from September 1 and apply to students taking first degree and other comparable courses, as well as teacher training courses, the DipHE, the HND and the higher diplomas of the Business Education Council and the Technician Education Council.

MAIN RATES OF GRANT

	1976-77	1977-78
Students in:	£	£
Hall or Lodging		
(i) London	955	1,145
(ii) Elsewhere	875	1,010
Parental Home	675	785
Students (in England and Wales) receiving free board and lodging	380	430
Maintenance while studying abroad		
(i) High cost countries	1,095	1,315
(ii) Other countries	955	1,145
Part time evening courses of initial teacher training	240	245

Workers' children hold their own at reading

by Virginia Makins

Several small, but explosive, squibs have been fired into the reading debate by a new National Foundation for Educational Research survey of reading progress of children from eight to 15.

Five thousand Scottish pupils were followed through, half from eight to 11 (Semi-Primary 4 to Primary 7), half from 11 to 15 (Primary 7 to Secondary 3), and their reading attainment was tested.

The researchers found no evidence of different standards in Scotland and England, or of any decline in standards in Scotland.

Their main findings on methods of teaching reading back up many other surveys. None of the conditions, such as class size, or the philosophies, such as the aims of teaching reading, or the practices, such as oral reading or homework or streaming, show any consistent or significant relationship with differences in reading achievement of primary school classes.

This survey demonstrates, once again, that the most important factors in reading progress are outside the control of schools—in particular, social class and home encouragement. But it contributes some important qualifications—not least that for every 10 poor readers from manual worker backgrounds, there are seven good readers.

The survey looked at the socio-economic status of schools as well as pupils. It finds that the school's status affected the progress of children of professionals—42 per cent of non-manual pupils, who had been good readers at eight fell behind by 11 in low status schools. This compared with 12 per cent in middle class schools.

But children of manual workers are not affected by status. Good and poor readers from manual backgrounds, in schools in the best neighbourhoods make no more progress than children of non-manual or manual workers in schools in less favoured areas.

Neither primary nor secondary schools pay much attention to the sort of "functional" reading required for most school work outside English lessons—reading for information, skimming, etc—even though these skills become more and more important with the growth of individualized and project work.

Remedial programmes were found to be remarkably haphazard and ineffective. Children selected for remedial attention were those who scored badly on tests—regardless of how far their reading performances matched their potential. Little attempt was made to diagnose the causes of different children's difficulties.

Children in the sample who did not get the remedial help which teachers thought they should have progressed just as well as those who had three years' remedial attention in primary schools.

Schools should give remedial help to extend the skills of good readers, who get virtually no individual attention.

The research also looked at children's out-of-school reading. At primary level, there was considerable overlap between the reading of all children. They all read comics and pop magazines. Good readers read more, and more real books.

Popular magazines like *Jackie*, *Look In* and *Disco*, which are read by good and bad readers, demand a higher level of reading competence than upper primary reading schemes (only *New Worlds* books four and five present the same level of difficulty).

Reading Progress from 8 to 15 by James Maxwell. NFER Publishing Company, £5.40.

US conference

Reports by Bert Ludge

...ary kiss: Charles Clarke (left), retiring president; Sue Slipman (right), his successor.

And Lenin would have approved . . .

Within five minutes of being elected the first woman president of the National Union of Students in its 55 years history, Miss Sue Slipman, aged 27, a member of Britain's Communist Party executive and a qualified teacher, faced a press conference and the loaded question: did her Communist allegiance carry before the NUS?

"I am NUS president before anything else", she said.

Lenin would have approved. Sceptics remained but they had heard Miss Slipman earlier risk her political position by putting students above all other considerations in Northern Ireland.

Answering one of the questions put to all eight presidential candidates at the hustings, Miss Slipman said that the only role of the NUS in Northern Ireland was to stop their members being lambed. Her confidence seemed indecent alongside the responses of her rivals—except that of the 46-year-old German Conal Lysander de Grandy, early eliminated, who advised his fellow students that they would only understand the Northern Ireland situation by reading a history of the Carlist Wars.

Miss Slipman was more equivocal about free speech. "As an abstraction I believe in it but fighting fascism comes first", she said.

Miss Slipman was guardedly chivalrous towards the Education Secretary: "Mrs Williams is a very impressive woman. She has bothered far more than any other minister to find out the animal she is dealing with. It is a pity that her political philosophy does not allow her to challenge Cabinet decisions."

Towards the Conservative students whose transferred votes helped her to victory a queenly acknowledgment. "They showed that they put the NUS before party politics." On what the NUS should be doing now, Miss Slipman echoed much of what her predecessor Mr Clarke said at the conference.

It was necessary to consolidate the union after the collapse of its services, seek alliances outside, change the educational system to suit people rather than industry. The NUS would be seeking more representation on governing bodies.

Left keeps its hold on student leadership

...mmer, though still Broad Left ...inates the National Union of ...ents after elections at this ...'s Blackpool conference.

...ough the Communist-backed ...e of Labour Party-Communist ...members and unattached ...lists lost three seats on the ...executive, the remaining 11 ...the 17-strong executive ...ere ...cient to maintain the control ...group has exercised for the ...ive years.

...new executive is 11 Broad ...two Socialist Student Alliance ...alternative left-wing group—...Tories and one Independent. ...Scottish rightwing is also Broad ...

...four full-time posts all went ...Broad Left members: President, ...Sue Slipman; vice-president, ...Peter Ashby (Labour Party); ...treasurer, Miss Penny Cooper, (CP); ...national secretary, Mr Trevor ...Phillips (Labour Party).

...Tuesday, the 200-odd delegates from the Federation of Conservative Students—about one third of the conference—were angry of ...newspaper descriptions of them ...as kingmakers for the Broad ...Left.

...certainly, as their own candidates ...the four senior posts were eliminated by the transferable vote systems a substantial number of the ...Conservatives voted for the remaining Broad Left candidate, but it was finally transferring to them.

Attack on 'password' attitude of militants

...students were kept out of ...in their own union buildings ...they did not know the ...password. Mr Charles Clarke ...the National Union of Students ...ference in Blackpool this week.

...was his last presidential ...ess before retiring in June. Mr ...said the password was with...because the students were ...not committed enough in ...policies. He condemned those students who claimed that the only people entitled to take part in the union's campaigns were "those who subscribe to every last dot and comma of union policy".

Mr Clarke appealed to delegates to involve all their members in NUS activities. He also criticized local authorities for carrying out central government policy of cutting education expenditure, asserted that a Tory government would be a disaster for students, and demanded a bigger student say in what their education should be.

Mr Cluck said too many NUS members felt unable to participate in their own union structures. "There appear too remote or they may seem a battleground between sects with whom they cannot, unsurprisingly, identify." He urged delegates to return to their unions and make sure every student knew in full everything the union was doing.

PERSONAL COLUMN

Gerry Fowler

Trust in God —and the MSC

...was that effective teaching in schools serving deprivated multiracial areas is exceedingly difficult to achieve. This has policy implications—that there must be a coherent assault on the social problems of the inner cities, and that we must look again at both the scale and the distribution of the resources we devote to education within these. It is a matter of silk purses and sows' ears.

The second lesson is that we should stop throwing probationary teachers in at the deep end. Learning to teach well, especially to teach those who do not much want to learn, takes several years. A three or four year course is just not enough, by itself.

But if probationary teachers are to receive adequate supervision, guidance, and help in their early years, we must revise upwards present target figures for the size of the teaching force. He who wills the end must at least ruthlessly consider the means.

I doubt very much whether these lessons will be learned. Instead, the Faraday affair will be just another stick with which to beat comprehensive schools, or our inadequate teachers, according to taste. We are in a period when it is fashionable to conduct educational debate in a spirit of sado-masochism.

Lacerate your favourite ogres—and enjoy being lacerated by them in your turn. For you, too, are somebody's ogre. As I suggested in this column recently, we are no longer certain where we are going, or why.

The spirit is infectious. Professor Dahrendorf rightly maintains that the present wave of student unrest is quite unlike that of the late 1960s, stemming from deep-seated insecurity about the future, and a sense of unpopularity and near-persecution. Quite apart from their specific grievances, students can feel the resentment against educational investment, and especially that smouldering just below the surface of political debate.

Yet suddenly between the lowering storm-clouds there shine rays of hope. It is reported that the Manpower Services Commission is to propose an allowance of £15 a week for unemployed school-leavers who undertake a course of education or training. The cost of the course, common. But employers and training agencies are being encouraged to offer more favoured children of Government schemes in other countries.

For 60 years the argument about the continuing education of young workers has raged, and educationists have failed to agree on the subject. It is only when the threat of young unemployed workers becomes a reality that the victim's plight is seen as a substantial number of the new Conservatives voted for the remaining Broad Left candidate, but it finally transferring to them.

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Exeter: Final round of the Great Debate

Plight of peripatetic pupils behind new plea for a common curriculum

by Mark Vaughan

One of the greatest concerns shown during the eighth and final education debate, held in Exeter on Tuesday, was the lack of a standardized curriculum in schools up and down the country and the problems families encountered when they moved from one area to another.

Delegates representing the armed services, the churches and many individual speakers complained strongly of the gaps in a child's education as a result of moving, and a general call was made for a more standardized approach.

In his summing up and also at a press conference after the debate, Mr Gordon Oakes, Minister of State at the DES, said the cry for a core curriculum was the major theme to emerge from the debates. "There is an intensive mobility of people from job to job and a very strong need for a very similar approach to the curriculum by all schools.

"It is not a cry for the Continental system where every child reads the same book at the same time, but the problem of mobile parents is something we must deal with in the Green Paper which will be published in the summer as a result of these debates. I must convey this feeling from the debate to the Secretary of State."

The opening speaker in the session on the school curriculum, Mr Jaslyn Owen, chief education officer for Devon and host to the debate, said: "Neither local authorities nor schools can effectively counteract the loss of learning when children change schools several times."

A change at the age of 11 from primary to secondary school presented enough problems. "But in a region such as the south and west where Army and Navy families move base frequently, the problem of multiple transfer creates particular anxiety."

Major-General L. Howell, from the Ministry of Defence, said that educating 125,000 Service children was "a very serious problem" because of the lack of standardized chriculum from one authority to another. "There are many other sections of the community who feel the same as we do", he said. "At present we feel that standards are so different that some move in bring them into line could only be helpful."

On a further point, Major-General Howell said the educational standard of many applicants to the Services was now so poor that the Army, which took on 45,000 new recruits each year, had to reject three out of four.

Another speaker said parents would always move homes and teachers would always change jobs and it was not good enough to allow these natural changes to have a "significantly harmful effect" on children's education.

Mr Owen went on to criticise the educational use of television. Children were unable to handle the flow of information and influences on them. "It is—and I say this with the Annan report very much in mind—long overdue that the general output of television and its educational use in the curriculum should be reconciled. Schools must equip children to separate what is important from what is trivial."

The curriculum had to be recognized as the only publicly controlled means of deliberately influencing any part of our population. "Whether we like it or not the public curriculum—a phrase which has a certain unfortunate ring—cannot be assumed to be a matter of unexplained school autonomy. Nor can it be used as a means to secure any sameness other than that children should uniformly be brought to the highest pitch of educable excellence."

Mr Owen also spotlighted the problem of those pupils who fell outside "the examinable 60 per cent". This theme was taken up by Mr Roger Bowen of the CBI, who said: "Those children still have to earn their living, and many of them will earn it in industry and many people will expect industry to pay for an education they will have to receive after they have left school.

"Curriculum is non-existent for children who leave school at 16 and go into industry for technological careers. There really should be a shift away from the purely academic education in a more practical one."

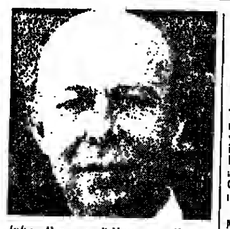
In-service training should be compulsory

Compulsory in-service training—with safeguards—was suggested by Mr Malcolm Lee, a lecturer at the Doncaster Metropolitan Institute of Higher Education.

"If in-service education was as necessary as initial training, he said, it should be part of a professional teacher's obligation, "with the proper contractual safeguards".

"If teachers are going to demand in-service education it is not unreasonable for the employers to demand that teachers should do in-service training."

Adequate resources and appropriate programmes must be the first step in ensuring that teachers received the in-service training they needed.



John Dancy: "Young will be lost."

Misfits would jump at the chance to quit

Mistir teachers should be paid off or redeployed, said Mr John Dancy, principal of St Luke's College, Exeter. A small proportion of teachers were "simply wrong for the job" and ought in he helped out of the profession. Many of them would jump at the chance of "an honourable escape".

This topic should not be swept under the table, said Mr Dancy, a former headmaster of Marlborough. The problem was greater among older than among younger teachers.

"The irony is that at this very time some superb young teachers are coming out of college who will not get jobs and who will be lost to teaching."

Mr Gordon Oakes, Minister of State at the DES, said the Exeter debate, like many of the others, had shown a concern from many quarters that some teachers were "not up to the job". The DES, the local authorities and the teacher unions should together look at teaching standards and discuss how best to get rid of the bad teachers.

There were "misfits" in every profession. There were even MPs who should not be in the House of Commons.

"There is no question of a witch-hunt, of redundancies, but there is a need to look at this problem which affects a very small number of teachers." Many of them could be doing a much better job elsewhere in the education service.

Mr Alf Wilshire, president of the National Union of Teachers, said afterwards that the procedure for sacking teachers existed. "Managers have to prove their case; who is going to do the picking?" That job "would be a catastrophe, unjust, and would lower teachers' morale".

Mr Fred Smith, of the NASUWT, said there was a problem, but it was for management to solve in consultation with the teachers' unions.

Introducing his paper on the assessment of standards, Mr Dancy said he was more concerned with raising them than with assessing them.

Many classroom teachers were not expecting enough of their children.

London's debate—page 8

AEC bows out—to c[illegible] of bitterness and reg[illegible]

The Association of Education Committees was formally wound up this week amid bitter accusations that its death was caused deliberately by the two main local authority associations, the Association of County Councils and the Association of Metropolitan Authorities.

A special meeting of the AEC on Monday passed a resolution to disband the association and set up a trust to deal with assets and liabilities. It expressed the "utmost regret" that the protracted negotiations with the ACC and the AMA over a possible merger of the three bodies, had failed.

In a speech to the meeting at Hamilton House in London, the AEC's president, Mr Roland Smith of Redbridge blamed the failure of the merger directly on the two local authority associations. Lord Alexander, secretary of the AEC, said after the meeting that the end of the association was "a disaster for the education service". The failure to establish a joint body now meant there was no single effective voice for education, and he feared a transfer of power in the education service from local to central government.

Monday's meeting did decide, however, to extend the time limit set for giving support to the Councils and Education Press which publishes among o[illegible] weekly journal Educ[illegible] time limit is now the [illegible] instead of this [illegible] told the meeting [illegible] purchaser for the co[illegible] found, I see no shee[illegible] it to be wound up.

"This would be [illegible] to the education sec[illegible] blame for its loss [illegible] cease publication, m[illegible] and squarely, in my [illegible] dour of the AMA/ACC[illegible]

Before 1974 after [illegible] bership fell to less [illegible] association had seri[illegible] players' side of the [illegible] Committees which [illegible] teachers' salaries, Mr [illegible]

"The service was [illegible] and without charge to [illegible] AMC or the CCA, alth[illegible] was really done on the [illegible] charge was ever made [illegible] vice, though we recko[illegible] been worth it to them, [illegible] something in the order [illegible]

It is understood that [illegible] AMA eventually decl[illegible] merger after negotia[illegible] that the AEC's annual [illegible] now exceeded its reserv[illegible] and the AMA had lo[illegible] liabilities, particular[illegible] under's pension, would [illegible] all the assets, but this [illegible] not the case.

Research falls prey to poli[illegible]

Dr Mark Abrams this week stepped into the Great Debate declaring that research on comprehensives was never judged on its merits but on how the people could reconcile the findings with their political commitment.

Dr Abrams, now director of research for Age Concern, told a conference of survey specialists in Sheffield that there was little point in doing such research. He gave the example of work he did some years ago when the Labour Party policy on comprehensives was being formulated. A survey he conducted found that working-class people who rated high on a scale measuring "militancy" were not [illegible] of sending their children [illegible] bursive schools. His [illegible] suppressed by the Lab[illegible] National Executive Committee.

Other survey research[illegible] conference, organized by [illegible] Sociological Association, [illegible] knowledge about the [illegible] of unprofessionals was [illegible] If only the DES would [illegible] be collected. Mr Guy Sod[illegible] research fellow at the [illegible] Dauphine, Paris, and the [illegible] several studies of education [illegible] unions, said comprehensi[illegible] benefited from the [illegible] quality of survey techni[illegible]

'Secret dossiers' claim

The Southampton industrial tribunal which heard the case of a teacher who resigned in protest at the keeping of secret records on pupils and teachers was adjourned last week until April 25.

Miss Phyllis Bellchambers, who has been employed as a teacher for 40 years in Hampshire, had spent the last 31 years at the same school, now Bay House Comprehensive, Gosport. She told the industrial tribunal she had resigned her post at the school in protest at the denial of basic human rights in her letter of resignation she made three complaints: the compilation, content and use of secret dossiers on pupils; the compilation of similar dossiers on teachers; and the use of threats of dismissal in order to silence teachers "who believe in freedom of conscience, freedom of speech and basic human rights in a free and open society".

Miss Bellchambers said [illegible] found that new confidential cards for pupils were [illegible] March 1974. "I found it [illegible] thing disquieting—the [illegible] that parents were not [illegible] see the card and that a [illegible] to be shown to anyone [illegible] a member of the staff.

Miss Bellchambers said [illegible] covered there were secret [illegible] on teachers in 1972 when [illegible] to see her record. She [illegible] a defamatory letter to a [illegible] certain adviser was included [illegible] file.

Adjourning the hearing, [illegible] man of the tribunal, Mr [illegible] Hardon, suggested that [illegible] chambers drop her case. [illegible] tribunal had in he satisfied [illegible] the conduct of her employ[illegible] that they intended to repeat [illegible] complained. "We cannot see [illegible] thing like this occurred."

[illegible] HODGES on the [illegible] maths publication

[illegible]MP moves [illegible] junior [illegible]arket

[illegible]unior version of the School [illegible]matics Project was published [illegible] week after five years of intensive [illegible]riting, testing and rewriting. [illegible] the secondary scheme now [illegible] in more than half the secondary [illegible] in England and Wales, *SMP* [illegible] was worked out by a group of [illegible]eing teachers from all over [illegible] country who came together at [illegible]eals to pool their work and [illegible]. It is based on colourful [illegible]cards, which the authors say [illegible] all the concepts and methods [illegible] modern maths without necessarily introducing the jargon.

[illegible]hers are extensive teachers' [illegible], and the course is planned so [illegible] both teachers and taught know [illegible]ly what they are doing.

[illegible]na current debate about [illegible]dards of numeracy highlighte[illegible] need for careful and systematic [illegible]onetical foundations in the [illegible]ly years of schooling", say the [illegible]hors. "The 7-13 range is partic[illegible]ly critical for the development [illegible] consolidation of mathematical [illegible]ceptS and skills."

[illegible]r Alan Rogerson, the project [illegible]ctor, said last week that, as [illegible] as learning a lot, children also [illegible]yed the scheme. Fictitious [illegible]acters illustrate different mathe[illegible]tical ideas: Lizzy Longth, a [illegible] girl with frockles and [illegible]shes, is on the workcards con[illegible]ed with measurement; Micky [illegible]ply is the "linking [illegible]acter" for multiplication; and [illegible] there is a rabbit, Annie [illegible] "Hello. My name is Annie [illegible] My sign means add."

[illegible]e scheme was a breakthrough, [illegible] Dr Rogerson. It was much [illegible] readable than any other. [illegible]reover the design was an integ[illegible]rt of the scheme rather than [illegible]ay of prettifying the unpalatable.

[illegible] is much more heavily structured than schemes which are [illegible]wise available. The Nuffield [illegible] demands a fair amount of [illegible]cher and that is, perhaps, why [illegible] not as widely used as we [illegible] hope."

[illegible] course, which has also been [illegible]ed to make it easier for [illegible]dren moving schools to pick up [illegible] they left off, is cheaper than [illegible]ing textbooks, say the authors. [illegible]et, costing £35, could be used [illegible] a number of classes.

[illegible] also contributes to teacher [illegible]oyment of the subject. One of [illegible] teacher writers said: "A colleague of mine hated teaching [illegible]his. Now she knows where she [illegible] going.

Safety in schools: l.e.a.s cannot pass the buck to teachers, say officials

by Bob Doe

Primary responsibility for safety in schools rests with local authorities, according to the Health and Safety Executive—the government-appointed body set up to administer the Health and Safety at Work Act.

A letter from the executive to the *TES* this week (page 151) is believed to be more than a mere correction to an article written by Bernie Flynn, a science teacher (*TES*, February 25). It is intended to counter a mistaken belief among teachers that legal responsibility for health and safety in schools has somehow been placed by the Act on heads, teachers and even school governors.

The executive recently completed a survey of schools and colleges in the North West to inform itself about educational hazards and safety attitudes following inclusion of these establishments to the provisions of the Act.

Mr David Phillips, HM factory inspector on Merseyside, who was responsible for the survey, said this week that many teachers seemed to think the Act put some extra responsibility on them for protecting technicians and pupils.

"It is the employers' responsibility for seeing that teachers are fully acquainted with the risks and precautions that need to be observed and for the introduction of safe methods of working. They cannot delegate any of this to individual teachers.

"Under the Act teachers have got to have reasonable care for health and safety and to cooperate with the l.e.a.'s regulations but it is for the l.e.a. to initiate safe working systems and to see that they continue to work properly."

Even sections of the Act which provide for the prosecution of managers and directors of corporate bodies, in the event of an accident, could not, he said, be applied to heads or boards of governors, as has been claimed, unless they actually connived with local authorities to ignore reasonable safety precautions.

Local authorities should have a properly trained person responsible for organizing safe methods of working in their establishments.

But the latest advice on school safety from the Department of Education and Science—published this week, apparently without consultation with the Health and Safety Executive—says that children's safety is the responsibility of all teachers.

The department is not explicit about the extent of this responsibility. Legal responsibility, it says, is for the courts to decide, "but the moral responsibility for the safety of the pupils lies with the school."

This is contained in *Safety at School: general advice* (HMSO 90p), the sixth in a series of DES safety handbooks which in the past have dealt with hazards in science, physical education, practical departments, outdoor pursuits and further education.

A spokesman for the DES said: "The Health and Safety Act does not take away from a teacher the common law duty to act as a good parent and to be responsible for the children in his care". The latest booklet is a guide to all who work in the education service.

In it the DES give a special warning to primary and middle schools. Here, it says, recent curriculum development may put children at risk. Handicraft, science and home economics are being taught by teachers untrained in these subjects and in classrooms not designed for them.

Other specific dangers mentioned are playground accidents caused by mixing younger and older children; children hanging themselves on roller towels; allergies to classroom pets; top-heavy classroom television stands, guillotines left unlocked and traffic and other dangers to which pupils are exposed when doing fieldwork.

The Health and Safety Executive's survey was for internal purposes and is unlikely to be published. It found that canteen kitchens were the most dangerous parts of colleges and schools. Eighty-seven per cent of all recorded accidents involved non-teaching staff—cooks slipping on wet floors or putting their hands in food mixers; caretakers falling down dark stairs in boilerrooms and groundsmen cutting themselves on mowing machines.

The investigating inspectors had great difficulty in getting hold of valid statistics on accidents in some authorities, but so far as they could tell, few accidents involved teachers.

In the 14 educational establishments visited by factory inspectors—ranging from a day in a primary school to two and a half weeks in a polytechnic—42 instances of inadequate fire precautions were noted. These included obstructing or locking fire doors, no self-closing doors and the absence of extinguishers.

Workshops with inadequately guarded wood and metal-working machinery formed the biggest group of potential hazards. Schools and colleges often use machines which manufacturers cannot now legally sell. Cutting and pressing equipment like saws and bending machines, and revolving spindles such as those fitted to drills and lathes, have to be so enclosed that even the careless user is safe.

Factory inspectors are also concerned about a serious hazard in school pottery. Technicians who spend much time in contact with the dust of dried clay could contract silicosis, a serious lung disease. Silicon-free clays should be used.

The inspectors found instances of poor ventilation in school dark rooms or where inflammable liquids were used for purposes such as screen printing. Some schools were not observing the regulations about the storage of inflammable liquids. There were instances of poor and dangerous wiring and of classroom lighting levels which, they say, would not be acceptable even in a corridor.

● In a search for mercury vapour in school laboratories after suggestions that quite dangerous levels might be found (*TES*, March 4) the inspectors discovered that in rooms with all the windows closed the worst levels were half the industrial danger level. Very high concentrations were found, however, in some out-of-the-way places like fume ducts.

Summing it up—by engineers

Every secondary school in the country should soon receive a free copy of a booklet on the mathematics skills used in engineering. The booklet is intended to help teachers make mathematics lessons more relevant to all students, not just those contemplating jobs in the industry.

Mr J. Moon, assistant director of the Engineering Industry Training Board which published the report last week, said: "We hope this will help teachers of mathematics make the subject more interesting and relevant. We are not trying to get more engineers, just help to see that everyone gets a good broad education."

The booklet was the idea of Mr J. C. Carroll, who is in charge of the electrical engineering side of the EITB. He said "mathematics skills often decline in the last years of schooling because of the lack of opportunity or motivation for practice."

As well as practical examples of the sort of calculations first year craft apprentices would be expected to use, the booklet contains brief details of the sort of machining processes involved and even an example of a pay slip.

"There is nothing in the maths in this booklet that is not already contained in virtually every maths syllabus," Mr Carroll said. The idea was to encourage schools to give greater emphasis to practice in these skills. A pupil of average ability following SMP maths should be able to do everything in this booklet, he said.

The booklet was the idea of Mr J. C. Carroll, who is in charge of the electrical engineering side of the EITB. He said "mathematics skills often decline in the last years of schooling because of the lack of opportunity or motivation for practice."

Basic Skills in Mathematics for Engineering—an illustrated guide from EITB Publications Ltd, PO Box 176, 54 Clarendon Road, Watford. £1.00.

Parliamentary questio[illegible]

Students' claims to supplementary benefit in the Easter vacation were being dealt with strictly in the order in which they were received, said Mr Stanley Orme, Minister for Social Security, in a Commons reply to Mr Michael Shersby (Hillingdon, Uxbridge, C).

Entitlement would depend on each claimant's circumstances and would be calculated under the normal rules: and by reference to the law as declared by the Court of Appeal in the case of Atkinson v Barnsley Supplementary Benefit Appeal tribunal.

The effect of the Atkinson judgment was that students would be allowed a £4 a week disregard on their student grant. Any who could demonstrate that they had not received an assessed parental contribution might get extra benefit.

Race relations: Asked what steps promote the education of children for life in a multi-racial society, Miss Margaret Jackson, Under Secretary for Education and Science, told the Commons that the multi-racial nature of society was relevant to many educational subjects and activities.

HM Inspectors were asked to recognize its importance when visiting schools and other institutions. The Inspectorate's activities in this sphere were coordinated by a chief inspector. One schools inspector and a further education inspector had national responsibilities. There was also a national HMI committee.

HM inspectors worked with various bodies concerned with this subject and took part in conferences on the education of different minority groups. Aspects of multi-racial education were included in teachers' four-in-the 1977 programme particularly relevant—"Education in a Multi-Cultural Society", "Education for Teaching in a Multi-Racial Society" "Music, Languages and the Multi-Racial Classroom", "Multi-Faith Society".

Student fees: Mr Emery Thomslow, *Bromford* (Birmingham, C) asked for an extra supplementary grant for 1977-78 to universities' recent grants for hardship cases arising from increase in students' fees.

Mr Gordon Oakes, Minister of State, said a margin had been allowed, divided between the rate support grant to the universities' recurrent grant which he hoped to announce shortly, to help LEAs and universities in cases of hardship arising from the recommended increase in fees.

Sports studies: Asked what, if any, would be or had been available for a centre for national sports studies in the United Kingdom, Miss Jackson said no request for a grant had been made to the Secretary of State. She understood that the subcommittee of the proposed centre was to raise funds from outside during its first five years.

COURSES

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Announces

SUMMER 1977 COURSES

ORGANISING PRIMARY SCHOOLS IN THE EIGHTIES
Course Director: Dr. E. Midwinter, Chairman of the ACE Council.
Milton Keynes College of Education, Milton Keynes
27-29 July, 1977

This is a course aimed chiefly at Deputy Heads and Senior Staff in Infant and Junior schools who may be expecting increased responsibilities or promotion in the coming years. The course will look carefully at the overall objectives of the primary school and attempt to align this with the flexible and efficient management of what are often limited resources of personnel, accommodation and materials. It will be a practical exercise in the sense of offering realistic suggestions about meeting the demands likely to be made on primary schools over the next decade.
There will be group sessions led by a team of experienced tutors. (C77/5)

TIMETABLING IN THE SECONDARY SCHOOL
Course Director: Neill L. Reason, Richard Aldworth School, Baughurst, Hants.
Churchill College, Cambridge 5-8 August, 1977

Senior staff from secondary schools, whether beginners or with some experience of timetabling, will find their knowledge extended through attending this course. Study groups will use simulated material to learn the planning/construction stages, the philosophies and the inter-action between the timetable, curriculum and school organisation. Lectures will cover current and future trends of timetabling. (C77/6)

NEW COURSE

PASTORAL CARE AND CURRICULUM IN SECONDARY SCHOOLS
Course Director: John Butt, Devon County Adviser for Curriculum and In-Service Education
Churchill College, Cambridge 9-12 August, 1977

Pastoral Care plays a very important part in our schooling today. This course is designed for staff, including heads who hold top and middle management posts in secondary or middle schools with some responsibility for pastoral care, and those aspiring to such posts.

Lectures include:
Caring in Action — Theory into Practice
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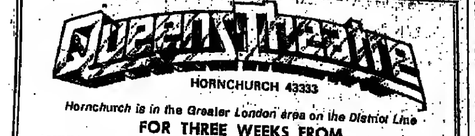

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'No cover' sanctions stepped up

Teachers in Avon are to step up their campaign against staffing cuts later this month. Members of the National Association of Schoolmasters-Union of Women Teachers have been instructed not to stand in for absent colleagues, and the National Union of Teachers will continue to apply its similar no-cover sanctions.

Mr Terry Casey, general secretary of the NAS-UWT, has told all his members in the county not to cover for teachers who are off sick, for those whose absence is known in advance and for any vacancies.

The action is in response to the county's decision to reduce the number of supply teachers and worsen the staffing ratio in secondary schools which have sixth forms.

Heads have been told by Mr P. Coleman, acting chief education officer, that supply staff cannot be hired until after three days absence. Forty-seven teachers will be lost from secondary schools with sixth forms as a result of the change in staffing ratios.

Last month the NAS-UWT abandoned their industrial action after agreement had been reached with the authority on staff redeployment. But the new cuts have angered the union and the action will start again.

● The National Union of Teachers lost its claim at an Industrial Tribunal last week that Avon did not give enough notice to part-time teachers who had been sacked or had their working hours reduced.

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London: Round 7 of the Great Debate. Auriol Stevens reports

Softly, towards a common core

Caution about a rigidly defined common core curriculum; universal demand for in-service training for teachers and much wailing about poor motivation. These were the hallmarks of the seventh regional conference held in London last week.

Miss Margaret Jackson, junior minister in the Department of Education and Science, crammed up the day as showing some support for curriculum guidelines laid down by the DES, more support for guidelines laid down by local authorities and universal agreement that the details should be worked out by teachers locally.

Miss Jackson had opened the conference, which was held in a lobby in the Festival Hall, with school mistressly exhortations both about exploitation of parental concern by the media and about good behaviour by the participants. "If you contribute sensibly then today will be very valuable for you and for us", she said.

Mrs Molly Hattersley, headmistress of Creighton school in London, opened the debate on the core curriculum by saying some core of basic skills was necessary and desirable. If those to whom the acquisition of these skills does not come easily were not to continue to fail, additional resources would be needed.

Beyond this basic core there should be courses to foster an understanding of society, "including industry and commerce, the family, the responsibilities of citizenship, the Third World".

But there were dangers in too close concentration on a narrow core curriculum. It was better to rely on the teachers than on national or local pronouncements. Local authorities could assist the process by spreading examples of good practice.

"The DES background document mentions a common guarantee of quality. A common core may ensure the inclusion of certain elements but it does not guarantee quality. Quality of teaching is the key factor in the quality of the education our children receive and that depends on the quality of the education of our teachers both initially and subsequently in their working lives."

Mr Jack Hawkins of the CIT (strangely, answering Miss Jackson's request for a trade unionist to speak) seemed to be offering on behalf of employers considerable financial help with language teaching after school, the development of links between school and industry, and day release.

Mr Michael Marland, head of Woodberry Down School, London, leading speaker in the second session of the day, used the occasion for an impassioned plea for measurement. "We live too much by hunch." As a headmaster, "I know" he said, "that half the suggestions that are put to me are wrong. The trouble is I do not know which half. Our schools are the freest in the world. If we want that to survive, we must have a built-in system of self-assessment."

He suggested an assessment grid which would make it possible to design tests for different purposes and groups. Three axes should be used, the people being tested (pupils, teachers, institutions), the people doing the testing (teachers, examiners, inspectors), and the purpose (attainment, diagnosis, etc.).

He also suggested teams of professional evaluators independent of the local inspectorate who could assess and advise on evaluation. Much more sophisticated statistics measuring output against input were required; and tests which allowed children to chart their progress between 11 and 16 were needed.

Mrs Joan Dean, chief inspector for Surrey, put in a word for large, well-trained teams of local inspectors with substantial teaching experience.

Toby Brown, a sixth-former from Michael Marland's school and a member of the National Union of School Students, wanted continuous assessment to replace traditional examinations so that students had the opportunity to study a particular topic in depth. "Facts can be learnt from books but you cannot learn from books how to think and how to get in the end of what you are searching for."

Mr A. R. Stephenson, from the London GCE board, suggested that the answer both to the difficulty of designing a common examination at 16-plus and in combining assessment with flexibility was to examine a core of knowledge by public examination and leave the rest for design and evaluation by teachers.

Mr Gerry Fowler, opening the session on teacher training, returned to have "offended every single group in the room by at least one of the things I've said". At least he kept the guests awake. Specific grants for in-service, both in school and on secondment; a slight revision of teacher training targets to allow improved pupil-teacher ratios and secondment; supervised induction lasting more than a year based on a coherent national system, "otherwise the good i.e.n.s are at the mercy of the bad i.e.n.s"; a specified level of competence in basic language and numeracy for entrants to the profession.

Mr A. G. Graves chief education officer of Haringey, in operation with other organizations to work out ways of easing out "a more unsuitable people" teachers during the early ages of the past.

Mr Bernie Grant—"in my annual capacity" but a trade unionist, school governor and representative of the black community—complained at the conference day afternoon as a school leaver. "I see kids take off their school uniform and go off and smoke pot. Then on Monday they put the uniform again and try to pick up the pieces of the education they did not know they were missing. It is the teachers' resources and training that are lacking."

Mr P. D. Marsden from the Association of London Teachers reverted to the question of 16-year-olds. London Transport school got 2,000 applications from 16-year-olds this year for 70 places, he said. "Unless we produce a society which makes use of these children, we are wasting them to become machine minders instead of craftsmen."

Sir Donald Barron, who was for the final session, said that his company, Rowntree Mackintosh, had no difficulty in finding qualified recruits. He said in his speech with the assurance of someone who did not believe it was true that "all schools have been turning out children taught by Marxist-Leninists, any more than it is true that all industry consists of satanic mills run by bloodsucking management for the purpose of exploiting their customers."

Comparing job applicants of the years, his company had found no change in facts but some fall in mathematical ability and in spelling, grammar and knowledge of literature. It was, he said, easier now to find a good-looking young person with well-ironed clothes and rather good manners. Non-conformity is less useful than it used to be."

He suggested that career guidance should be a separate professional skill; that short-term attachments of teachers to industry are unlikely to confirm the teacher's choice of profession but may offer new insight; that teaching of a vocational kind, such as was given by the Rowntree Cocoa School in its day, might be set up. Young people could then spend their time in education in a work setting "back to school" attendance and day release. Such a development could be combined perhaps with lower school leaving age.

Mr George Lesser from the Open University inadvertently enabled Donald Barron "Oh well, at least I've been making mackintoshes instead of sweets you would have to have had" it offered to show him a satanic mills. "As a shop steward in one of those cor plants I have to deal with them daily. I cannot do their tax or read their accounts or understand industrial relations thru."

"I recommend the Open University method. Now and then ministers are whipped back to the point of production for a few months. If we did that we would not have as many problems as we have now, Minister."

Margaret Jackson: "school mistressly exhortations."

Michael Marland, head, Woodberry Down School

Molly Hattersley: help on teachers

Toby Brown, pupil, Woodberry Down School

Survey confirms fears on language teaching

The report from Her Majesty's Inspectorate severely criticizing standards of modern language teaching gained support last week from a survey of 50 local authorities carried out by the Centre for Information on Language Teaching and Research.

The centre found the same problems as the inspectors; a large increase in pupils studying a foreign language following a secondary reorganization with massive drop-out rates after the second year, complaints about staff shortages and difficulties with mixed ability and less able groups, and the dominance of French over other European languages.

CILT asked chief education officers or language advisers in each L.e.a. what the main obstacles to language learning were. Virtually all the 50 who replied commented on the shortage of staff and their lack of training, talent or enthusiasm. Some criticized the lack of leadership shown by heads of department, as did the HMI report.

There were also complaints of a lack of clear objectives in language learning for the less able, and poor timetabling which resulted in too few lessons or too many double periods. These are considered unsuitable for language teaching.

Specific questions were asked about mixed ability teaching and in-service training. Forty-six out of 50 respondents saw no place for mixed ability groups in language teaching.

Authorities said they could lay on courses but getting teachers to go on them was difficult. Some blamed teachers' apathy or dreadness while others said heads were unwilling to release them.

But Mr Peter Roy, a former HM staff inspector for modern languages, maintained last week that primary French was still very much alive. He told the CILT conference of an evaluation of primary French he is carrying out for the Nuffield Foundation. He spoke to 70 l.e.a.s and discovered that a quarter of middle and junior schools were teaching foreign languages at the moment to children under 11. There was, though, a tendency to begin after the age of eight, the starting point in the original primary French experiments.

The Modern Languages Association reacted quickly to the HMI report. In a letter to the Department of Education and Science it said the shortcomings identified by the Inspectors were largely those the Association had been drawing attention to for some time. "We consider the practical solutions to the problems set by secondary reorganization long overdue."

Mr Stuart Ingram, the MLA secretary, said the problems were the product of years of neglect and unlikely that the decline in quality could be corrected without more money being spent.

Language teachers need a devilled by the exam system. A new approach to examining languages was needed with courses "on the ladder between CSE and O level.

Dr C. G. Hadley, chairman of Schools Council modern languages committee, called the HMI's report a "bold document which pulls no punches. It echoes concerns and confirms impressions that have been current for some time now among teachers and organizations concerned with the subject."

THE TIMES EDUCATIONAL SUPPLEMENT 1.1.77

Assessment by profile, on lines recently demanded by Scottish heads, is already used in 72 English secondary schools, writes Bob Doe

Profiles give pride and purpose to less able

Profiles of pupils are already being included in school leavers' reports in at least 72 secondary schools in England and Wales.

The idea of profiles has been suggested recently by the Scottish Headteachers' Association and called for several times in the regional conferences of the Great Debate. The 72 schools are making use of the Record of Personal Attainment, a pupil profile form devised at the Schoolcraft Curriculum Development Centre, Wiltshire, and now in use in 33 local authorities.

Its aim is to put pride and purpose into the final years of schooling for the less able. Mr Tom Phillips, the secondary organizer at the centre, claims that two or three times as many other schools are using their own version of the RPA. He said the RPA was an attempt to bring out and record the personal qualities, values, interests and skills that conventional academic assessment overlooked.

The RPA goes much farther than the four-page profile system of teacher assessment suggested by the Scottish head-teachers. It is based on pupils assessing themselves but does not aim to replace examinations at 16 plus as does the Scottish scheme.

It consists of a substantial, hard-backed, gold-lettered binder designed to impress students, parents and employers. Inside are up to 28 separate cards for recording a wide range of pupils' skills and experiences. They include information about reading, writing, speaking, punctuality, work experience, personal appearance, reliability and sporting achievements. They give clues too about students' independence, their ability to follow instructions, and initiative.

The RPA does not contain teachers' assessment of these abilities. Pupils do their own recording and though the truthfulness of each statement is supposed to be endorsed by an adult the pupils themselves decide what is included and what left out of the RPA. "Normally children are never given the chance to say, 'I think I did this well'", Mr Phillips said. The RPA remedied this.

Entries often include out-of-school activities as well as in-school, and judging from the specimens provided by the Swindon centre, some trivial events are sometimes recorded. But Mr Phillips said pupils got more selective with practice. He admitted though that "outrageous sexual exploits" sometimes found their way on to the sheet called "personal experiences".

Without prescribing what should be in the curriculum, the RPA provides organization and motivation for the work of the child who would normally get on or few exam certificates. Mr Ian McGinley, a teacher who uses the RPA at Ridgeway School, Wroughton, in Wiltshire, is very enthusiastic about it. "It does a good deal for the non-academic fourth and fifth former, though there are always one or two in the fifth who would not be turned on by anything. It provides them with some motivation.

"Initially the kids are terribly enthusiastic, though there is always that tiny minority who do not respond as well. I don't know what we would put in its place if we were to drop it now."

An important part of its success at Ridgeway was the way it was used, he thought. Every week 15 lessons were set aside for the RPA group to be with their tutor for basic English and mathematics, a traffic education project in which they learnt to ride bicycles, extra careers education and regular opportunities for recording experiences in their files. The RPA got off to a good start with a week's field course away from home and school. "These allow a deeper relationship to be built on between RPA tutors and pupils."

There are some snags. At about £5 a head it is expensive and at the same time demands a lot of a teacher's time. Employers are said to like it; some even ask why O level candidates have nothing comparable.

It is perhaps too much to expect paper and card alone to change teachers' attitudes to non-academic achievements overnight, and they are not universally impressed. "In some schools its introduction has been looked upon as an unfortunate event or a bit of a joke", Mr Phillips said. But this did not always last. "We have seen something of a change of climate as schools start to realize that this is really doing something for these kids."

In 1973 the Schools Council agreed to carry out a one-year evaluation of the RPA but the report has yet to appear. Mr Terry Scales, who was in charge of the work, declined to say when his findings would be ready.

● Pictured above: the proposed Scottish profile.

The 'only fair system'

The more examinations come under teacher control the more time off from teaching will be needed to prepare them, says the lecturers' union, NATFHE, in a booklet published last week.

While welcoming the trend to tests, designed and examined by teachers, the authors stress that examining is hard work and very time consuming. "If it is to be done properly it is essential that this is adequately reflected in teachers' conditions of service and in their teaching load."

The National Association of Teachers in Further and Higher Education lists the advantages of assessment on the course as an alternative to end-of-course examination and the problem of achieving objectivity. "It is well known that although teachers can usually determine a fairly accurate rank order for their own students they are less likely to be successful at accurate ranking relative to students in other classes."

Accordingly, some system of external checking is necessary to ensure nationwide standards. The authors stress: "Any particular method of assessment is likely to suit some students more than others. Therefore, in the interests of fairness and accuracy no student should be assessed by only one method. In-course assessment should be used as only one of the battery of available methods of assessment."

The student profile—recording the scores of a student over a range of skills and knowledge and also non-academic features such as personal attributes—is shown as natural a development as the tendency to rely on exams alone has lessened. "In future it may become accepted that the only fair assessment of a student is the profile", the authors comment.

Assessment, National Association of Teachers in Further and Higher Education, Hamilton House, London WC1, 50p.

Cheap aids the crucial need

Educational technology suffers from the "Concorde mentality"—investment in sophisticated and expensive equipment that is of limited use. This is the view of Professor Lewis Elton, of Surrey University Institute for Educational Technology, who told an international conference on educational technology in Guildford this week: "Education is about people and teaching is a job for people.

"In my opinion the best use educational technology can be put in mass instruction is to make the average teacher a better than average teacher by helping him, not by replacing him." The crucial need was for aids that were cheap, simple and reliable.

"I am horrified by the fact that developing countries are now investing in communication satellites for educational purposes. It replaces the one thing developing countries have got lots of—namely people—by expensive hardware."

Professor Elton said there had been a movement from mass instruction to individualized and finally group learning techniques in an attempt to achieve more complex learning objectives. The Open University had originally been conceived as the "University of the Air" but 95 per cent of its teaching came through the letter box, mostly as printed self-teaching materials.

The OU's attempts to replace expensive teachers with relatively cheap materials had not been completely satisfactory. Students missed the contact with teachers and fellow students with the result that summer schools and tutor groups had flourished to the point where they threatened the university's finances. They were now experimenting with telephone tutorials.

Enormous progress had been made by replacing lectures with individualized learning and the cheapest and most flexible medium for this was the duplicated printed page. A cheap means of colour reproduction was needed; however.

Teachers clash with MP over jargon

by Owen Surridge

Teachers and politicians crossed swords in Westminster last week when the National Association of Teachers of English appeared as witnesses before the House of Commons committee on school leavers' attainments.

Mr Anthony Adams, secretary of the association, was critical of the inquiry's terms of reference, which he said were inappropriate. Miss Janet Fookes, MP, committee chairman, countered with a complaint about the style and length of the association's written evidence: "It is jam-packed with jargon and it is too lengthy for my taste", she said. "Surely teachers of English should be able to express their views shortly?"

Mr Adams said the memorandum was precisely written. "I will not comment on the comment about jargon except to say that I should have thought it was perfectly understandable to those who take an intelligent interest in education", he added.

Mr Adams said it was very difficult to say whether standards of children's speaking ability had risen or fallen since the war. "I suspect the average school leaver is probably better than in the past", he said. "But the expectations of employers are higher while they are recruiting school leavers from lower in the ability range.

"The position is complicated by the fact that the attitude to language now tends to accept what in the past might have been regarded as a sign of illiteracy." He attributed this partly to teaching. "Even in secondary schools a third of the teaching of English is going on by people with no discernible qualification for doing so."

On the question of spelling standards, Mr Adams said: "Spelling is a trivial matter in a sense. Spelling mistakes are of different kinds. Some stem from lack of care, others from ignorance or psychological aberrations."

Mr Derrick Sharp, vice-chairman of NATE, refuted a suggestion from Mr Peter Hardy, MP, that the cause of poor spelling was a lack of reading. "We do not know that there is a relationship between reading and spelling. It is so for the bright pupils but less so for others."

Sentence construction depended on pupils' progress. "In primary schools teachers should select the basic points and deal with them rather than attempt to do everything", he said.

The term "creative writing" was widely misunderstood and best avoided in his view. "Far too many teachers set creative writing tasks for children that they could not carry out themselves." The term was less used now. "It is an unfortunate term, usually reserved for highly self-conscious poetic writing", Mr Adams said. "I prefer to talk of personal writing."

He was not convinced of the value of scientific and technical writing exercises, particularly in the sixth form, where writing of that kind had no status in the eyes of pupils or teachers.

Neither of the NATE representatives thought that testing or monitoring spoken English was possible. Such tests would be difficult to administer because oral examinations were not genuinely conversational and because dialects could confuse the issue.

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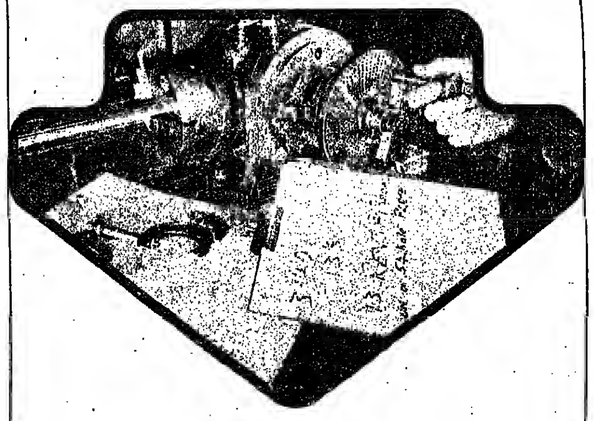

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A new publication resulting from the joint effort by the Shell Centre for Mathematics, University of Nottingham, and the Engineering Industry Training Board to produce a booklet which would give mathematics, craft and careers teachers authentic information about the day-to-day demands made on engineering craft trainees.

The booklet provides illustrated examples of the manufacturing operations and related mathematics performed by engineering craft and technician trainees during their first year of training and is believed to be the first of its kind.

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Standards are steadily going up, say chief officers

School standards are rising, according to the Society of Education Officers. The society told the House of Commons School Attainments Investigating Committee on Monday that there had been a steady improvement in education since state intervention began.

Mr G. M. H. Harrison, chief education officer of Sheffield, said, however, that it was necessary to discuss literacy and numeracy, "but as part of a discussion about the schools rather than as a general debate about the three R's."

He had misgivings about the Great Debate. "There is a dangerous tendency to lumber on issues which are not the whole question and to bring to issues that are not part of it."

There should be compulsory part-time courses for 16 to 19-year-olds, he said, that would take up at least a day a week, following the practice in France and Germany. "Young people must be trained, and industry must find the jobs."

In written evidence the society said the decline in demand for unskilled workers and a growing need for the better educated "produces a focus on school 'failure' sharper than perhaps ever previously experienced. This is a crisis phenomenon".

Evaluation of attainments of school-leavers was difficult in the absence of any consensus about what was required, although there had been an increase in the number of young people successfully passing exams.

"So long as objective measurement of attainment is an agreed range of skills is not available the view can be expressed that a decline in standards is taking place whether or not it is true."

The Technician Education Council called in evidence for more explicit educational aims for the school curriculum, for closer links between schools and colleges of further education, and for the development of more vocationally and technologically oriented courses in schools.

FILM-MAKERS ON TOUR

This is a new scheme designed to encourage the screening of artists' films and to alleviate some of the costs that are incurred in showing experimental film. Eight film-makers whose work has been supported by the Artists' Films Committee have been selected to personally present programmes of films and expanded cinema shows and be available to answer questions. The total cost of each programme, which lasts for about 90 minutes, is only £10 with other costs met by the Arts Council.

The film-makers are David Dye, Marilyn Halliard, Ron Haselden, Tony Hill, Derek Jarman, Jeff Keen, Malcolm le Grice and William Raban.

For an illustrated catalogue giving full details please contact:
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Heads angered by Minister's plea for sixth-form colleges

Headmasters' Association Conference

Reports by Stephen Cohen

Mr Gordon Oakes, Minister for Higher Education, was given a rough ride at the Headmasters' Association conference in Oxford last week when he told the heads that they should give up their sixth-form pupils to sixth-form colleges.

They laughed when he said he did not know if it was cheaper or more expensive to have separate sixth-form colleges. They sat stony-faced as he tried to convince them of the educational advantages of colleges. And they applauded politely and dutifully as he attacked the just-published Black Paper.

But in the bars and meeting rooms afterwards there was unchecked anger at the Minister's speech. One head said Mr Oakes was nothing more than an office boy delivering the Department of Education's message that sixth-form colleges were a good thing.

The bulk of his speech was devoted to the top end of secondary schools. Mr Oakes started by saying there was not the slightest chance of any extra money for education until Britain's economic position improved dramatically.

"It just isn't on; and the sooner everyone in the service accepts that, the better we will be able to get on with the job of getting the best out of what we already have."

There were only two ways of stretching out the £6,000m now spent on education. "One is to make as certain as is humanly possible that we get the fullest value from every single pound of it. Eliminate inessentials, cut out overlap, scrutinize everything.

"The other way is to ensure that it is being spent in strict proportion to genuine priorities."

The number of sixth forms had been growing at a faster rate than pupil numbers, he said. "Whereas in the bad old selective days, only about a fifth of maintained schools had sixth forms, nowadays more than half of them do.

"A substantial number of such sixth forms last year contained fewer than 50 pupils."

About 100 pupils were needed to make a sixth form viable if 16 A level subjects were being offered. To increase the choice in 20 subjects, on current staffing ratios, there would have to be 200 students. Taking into account the increasing numbers of students who were not following A level courses, an optimum size should be about 140 pupils.

The Department of Education was required by the 1944 Act to secure the provision of a varied and comprehensive educational service in every area.

"This means offering pupils the broadest possible educational experience, within the limits of economical use of resources." That meant that nothing could be exempt from scrutiny, "however cherished, however well established, however right it may seem to be.

"If you tell me of small sixth forms offering adequate facilities, then there is only one possible conclusion I can draw: that, if it really is the case, then it must be functioning at the expense of the rest of the school.

"Sharing resources with a neighbouring school can obviously help. But there comes a point at which the maintenance of separate provision is wasteful, and is seen to be wasteful.

"In a time of general shortage, the people will no longer tolerate a situation in which a minority—the 16 to 19 age group—is consuming a disproportionate share of what is provided to meet the educational needs of all children."

A growing number of young people wanted to go to college, he said. They wanted to feel adult and to belong to a more adult institution.

On top of the emotional and academic factors in favour of sixth-form colleges, there was the economic one. "The concentration of resources enables a much wider range of choice to be offered, usually less expensively than a narrower total range spread between a number of schools. This makes the colleges look a very attractive proposition."

There was no evidence to support the view that good teachers were reluctant to work in schools without sixth forms.

Mr Oakes was even more enthusiastic about tertiary colleges. "Those are the true comprehensives at 16-plus, offering a wide range of opportunity to everyone in their area who wants to continue with education. There are relatively few of them so far, but experience is already suggesting that they can deliver benefits very similar to those provided by the sixth-form colleges, plus one or two of their own."

He emphasized that the abolition of sixth forms was not imminent. "No one is suggesting that tomorrow, or next month, or next year, or even next decade, that all sixth formers should be wrenched screaming from their distraught school teachers. Decisions leading to that scenario belong quite rightly to local education authorities, and going on precedent, there would be wide consultations before anything at all was ever resolved."

Where schools had large sixth forms, provision for the traditional sixth form with small numbers was very good. "I would not like to think of it being arbitrarily removed without the strongest educational and economic logic.

"Where that logic does exist, I would expect the local schools to play a full part in helping to create a new structure to meet the needs of all the pupils, ultimately to the real benefit of all concerned."

Mr Oakes was asked by Mr Eric Baldwin, head of Cherwell School, Oxford, if it was correct that sixth-form education cost £430 a pupil in a secondary school compared with £780 in a college of further education. Mr Oakes said he could not confirm or deny the figures.

Mr Peter Hattersley, head of Whitcliffe Mount School, Cleckheaton, asked what size a tertiary college should be. Mr Oakes said he could not give a figure.

During a press conference, Mr Oakes was asked how many sixth forms there were with fewer than 150 pupils. He said he did not know nor did he think the DES had the figures. Asked if he was "flying a kite" for separate colleges, he said: "No, I was giving facts and figures."

Sixth forms 'safeguard quality'

The Headmasters' Association has come down strongly in favour of retaining sixth forms in secondary schools. Wherever possible, the heads say in a pamphlet, secondary schools should keep or develop their own sixth forms.

The pamphlet has been produced in response to overtures from the Government that separate sixth-form colleges might be more attractive because they are cheaper and make better use of highly qualified teachers.

But the headmasters believe there are two "overwhelmingly strong" arguments for keeping 16 to 19-year-olds in their original schools. "Our experience shows that many aspects of secondary education rely heavily upon teachers who would not willingly serve in posts where they were without the opportunity to work with the sixth form.

"Men and women of high ability are necessary for the pre-sixth form years; it is they more often than not who lead, who plan, and who innovate. Without them, it is difficult to provide a secondary education of quality."

The heads also believe it is important that children should have continuity. Separate sixth forms or further education colleges only serve the students for two years at the most.

"We believe that many students who could be expected to move forward with benefit into the sixth forms of their schools would be reluctant to transfer at 16 to a different kind of institution, and might be lost to full-time education.

"We consider this to be particularly true of students from homes where there is no tradition of involvement in full-time studies beyond the school leaving age."

The pamphlet disputes the Department of Education's belief that sixth-form colleges are cheaper. But the heads agree that the colleges should be provided in areas where schools cannot develop their own sixth forms.

Secondary schools without sixth forms have to be more generously staffed so as to protect educational standards, the pamphlet says.

"They find it difficult to employ specialists in subjects for which the amount of teaching below the sixth form is limited, and they must be staffed to compensate for reduced flexibility in the deployment of time and resources."

After Sixteen, Headmasters' Association, 29 Gordon Square, London, WC1H 0PS.

Things aren't good enough—but they never were

Professor Jack Wrigley, of Reading University, told the conference that academic standards had never been as high as people wanted.

"Standards are not falling", he said, "but they are not good enough for the demands of modern society."

Employers were right to be dissatisfied with the products of schools. "Modern society demands more knowledge and more understanding on the part of school leavers.

"I believe we need to keep our external examination structure. It is an essential element in our fight to maintain standards."

But it was important not to be swayed by the results of educational research which was based on narrow measurements.

"The national reading surveys analysed in the Bullock report were clearly using narrow outdated measures of reading ability. Yet, they produced some evidence about reading standards which was of great interest to the general public.

"It would be easy to continue using these simple, technically efficient, vocabulary tests and to produce their analogues in arithmetic—simple tests of the basic rules. But the results derived from such methods would be misleading and malevolent.

Challenge to traditional 'driving force'

The authority of head teachers was under attack, Mr Stuart Maclure, editor of the *TES*, told the conference.

Traditionally, he said, heads had enjoyed great power in English education—much more than most other systems had allowed.

"This has been one of the driving forces of English education, but it is now more seriously challenged than ever before; its legitimacy challenged by radical younger teachers, by alienated students who challenge authority in general, and now, uneasy search of more power and participation for parents."

Arnold Jennings

Listen to outside view teachers to

Mr Arnold Jennings, the president of the Headmasters' Association, entered the great debate last week by urging greater participation by commerce and industry in the affairs of schools.

Mr Jennings told the association's annual conference in Oxford that teachers should not be the sole arbiters of what was taught in schools. "Others should be involved in the devising of the curriculum and syllabuses, directly or through their representatives, as a means of ensuring that the interests and wishes of the community are taken into account", he said.

Local contacts with industry should be sought and maintained. Parents and pupils should be offered choices of curriculum options and courses, and the general public, he said, should explain the curriculum to the real benefit of all concerned."

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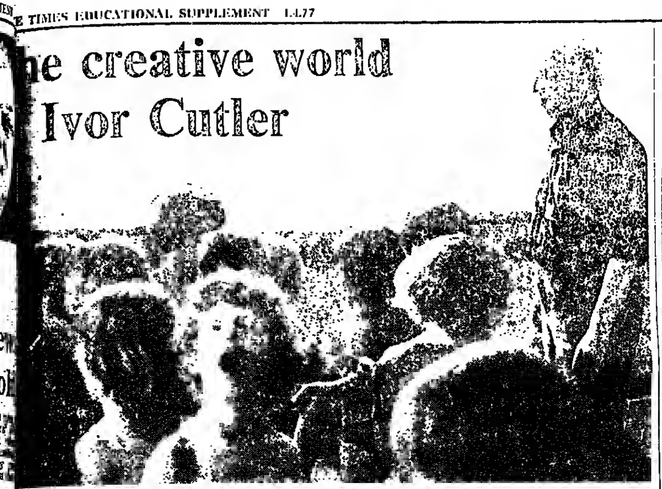

The creative world of Ivor Cutler

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People

Mr Gordon Wheeler, deputy director of the Further Education Staff College, Blagdon, Bristol, is to be the new director.

Lord Seldon is to be chairman of the Greater London and South East Council for Sport and Recreation.

Lord Boyle, vice-chancellor of Leeds University, is to be chairman of the Committee of Vice-Chancellors and Principals.

Schools

Mr T. C. Allerton, head of Cargilfield School, Edinburgh, is to be head of Bedford Lower School.

Mr Godfrey Burnett, deputy head of Penryn School, Cornwall, is to be head of Tawd Vale High School, Skelmersdale in Lancashire.

Mr Paul Songster, associate principal of Hertfordshire College of Higher Education, is to be head of Kent College, Canterbury.

Mr John S. Hartley, housemaster at Stamford School in Lincolnshire, is to be head of Bettershanger School, Kent.

Universities

Mr William Waugh, consultant surgeon at Harlow Wood Orthopaedic and Nottingham General Hospitals, is to be professor of orthopaedic and accident surgery at Nottingham University.

Mr Brian J. Brinkworth, reader at University College, Cardiff, is to be professor of energy studies.

In brief

Printing lives

The printing courses at Twickenham College of Technology will not be closed after all following protests to the Education Secretary and the London borough of Richmond-upon-Thames. The college will continue with its City and Guilds courses for printing apprentices in graphic reproduction, letter assembly and machine printing.

Esperanto in a weekend

An intensive weekend course for teachers who want to learn about Esperanto is being held at Brunel University, Uxbridge, Middlesex, on June 25 and 26. The organizers—Hillingdon education authority—claim that Esperanto is a good introduction to other languages. Experiments in Manchester showed that one group of pupils who had studied the language for a year, followed by French for three years, were better at French than a group who had studied French for three years. The cost of the course is £12 including accommodation, meals and tuition.

Communicate with CORE

A new international journal of educational research—called CORE—has been set up under the editorship of Derek Cherrington of the City of Birmingham Polytechnic. CORE (Collected Original Resources in Education) is unique in that it will be published in microfilm, and its aim is to make it easier for researchers to publish at length. This year it will produce two million words.

Camping time

This month sees the beginning of the tenth season of the National Trust's Acorn Camps—a scheme to involve young people in conservation work. This year 1,500 volunteers aged 16 and a half and over will take part in projects such as restoring and landscaping the Needles Headland, Isle of Wight, and preventing coastal erosion at Seahouses, Northumberland. The National Trust will provide food and accommodation at a cost of £6.50 a head.

Canada's gift

The Canadian Government has given a selection of books to Dorset Institute of Higher Education for the teaching of Canadian history. The Dorset BA humanities degree contains some Canadian history as part of the North American history course.

Which qualifications?

The Inner London Education Authority has published a new guide for school leavers setting out the qualifications needed for about 400 careers together with details of courses provided by ILEA's polytechnics and colleges. The booklet, *A Guide to Further and Higher Education in Inner London* costs 15p.

COURSES

Discipline and the disruptive pupil

A five day course at the Cobden Hotel, Birmingham, open to all students, teachers and lecturers.

Saturday, 4th June to Wednesday, 8th June, 1977

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Rt Hon Reg Prentice PC MP JP BSc(Econ)
Henry Pluckrose, Headmaster, Prior Weston Primary School, ILEA
Peter Dawson BSc(Econ.), Headmaster, Elthorne Green School, ILEA
Ian Mitchell Lambert BA, Deputy Headmaster, Henry Thornton School, ILEA
Neville Jones BA MSc, Principal Educational Psychologist, Oxford County Council
D C Jones-Davies MA MPhil, Assistant Education Officer, Cleveland LEA

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THE TAVISTOCK INSTITUTE OF HUMAN RELATIONS
SCHOOL OF FAMILY PSYCHIATRY AND COMMUNITY MENTAL HEALTH

Counselling Aspects in Education

Applications are invited for a part-time course starting in October, 1977, of thirty lecture/seminars and small group discussions for teachers and others concerned with aspects of counselling in infant, primary and secondary schools, universities and other institutions of further education.

Details and application forms available from:
The Executive Officer (Training),
School of Family Psychiatry and Community Mental Health,
The Tavistock Centre, 120 Belsize Lane, London, NW3 5BA

Closing date for applications: 1st July, 1977.

Coming top of the form sets Poles apart

As Poland's schools prepare to go comprehensive the emphasis remains on academic achievement in a formal setting. Paul Moorman reports from Warsaw.

"My name is Kate." "How old are you?" "I am one-two-eleven-eight." Kate gets there in the end. She is eight and she attends a school in a Warsaw suburb. She has just begun learning English as part of a national curriculum project.

Later, the headmistress expresses surprise about Britain's Great Debate. Polish educationists, like those in the other countries of the socialist bloc, see no contradiction between aiming at high academic standards through formal learning and the development of the individual.

On the contrary, schools are for sorting out the most talented. Progress is monitored through an exhaustive series of examinations. Testing, testing, testing seems to be the motto. The Black Paperites would approve.

So, apparently, do the pupils. The atmosphere in schools is one of order and creativity, even among school-leavers who are not going on to a coveted university place. For as long as they work hard within their capacities they know they can join one of the thousands of part-time courses for workers and hence improve their qualifications. In Poland, better qualifications mean better pay. The direct incentive to work is there.

Assessment starts early. Even for primary school children there are special Olympiads at inter-school and regional level to pick the "best" pupils in various subjects. Those who come top in these mental athletics contests are marked out for intensive studying. "Pupils are proud to have an Olympiad winner in their school", says an Inspector. It all sounded very simple.

At secondary level the survival of the fittest process continues, with Olympiads being held up to national level (there is also an international Olympiad in mathematics which Britain has taken part in). This year English was added to the list of subjects. National Olympiad winners at secondary level are exempted the annual university entrance scramble. For popular subjects—that is, subjects where the government has decided there is little need for experts (archaeology is currently one such area)—there may be up to 10 applicants for each place.

At university or polytechnic the brightest and best can expect higher grants than their fellow students; and they can also get additional scholarships from firms willing to sponsor them through their studies in return for a promise to work for the firm on graduation.

Most important, in view of the continuing acute housing shortage—it can still take more than five years to get a flat in Warsaw—the firms often guarantee accommodation as well.

The national need to make the best use of skilled talents is the justification for this rigid selection process. At the same time it is recognized that while all are theoretically equal in a socialist society, some are more equal than others. Those from educated families get a head start, just as in the west.

"Equalization of chances" remains a preoccupation of the government. There is still in existence a controversial system of awarding extra "points" in examinations to children from "disadvantaged" families (that is, workers). But this handicap race philosophy is increasingly to be phased out in place of more positive steps to aid the less privileged.

Schools, for example, open at seven in the mornings, where there is a demand because both parents must be at work early. And they stay open until the evening to cope with the children of shift workers. A skeleton staff of teachers and outside helpers is on hand.

Experiments are taking place, too, in some areas to abolish homework for younger pupils in favour of keeping them at school under supervision after normal classes to do what is called "reinforcing work"—a cross between prep and revision. In this way, it is argued, those from "bookless" homes will be getting a much needed follow-up to their lessons.

Pre-school provision (compulsory schooling begins at seven) is being stepped up, with over 90 per cent of six-year-olds at institutions. About half the children between three and five attend kindergarten, and this is seen as an area where figures can be improved.

But by far the biggest obstacle to equalization is the countryside. Despite being among the 10 most industrialized countries in the world, Poland, to the visitor at least, still seems swallowed up in the vast flat lands of the Central European Plain. In the country, the peasant tradition remains as it has for centuries.

Over 80 per cent of farms are still in private hands. Son still inherits from father as he has always done (although farmers are now having to follow television courses in modern farming methods and pass examinations at the end to continue qualifying for state support).

The farmers are fiercely independent. One, when told he could have a new tractor only if he paid for it in hard currency (no-questions-asked dollar accounts for private citizens are now legal), insisted on being paid the same way for his produce. He got the tractor instead. And they are almost 100 per cent conservatively Catholic.

Forty per cent of all Poles still live in the country, and 60 per cent of young people of school age. There are hundreds of one and two-teacher schools. Only 20 per cent of countryside teachers have a degree. The prospects for a bright child are dim.

Considerable inducements are offered to persuade better qualified teachers to settle in the country. Teachers in any case—along with miners, the military and Party officials—do not pay taxes; those prepared to forego the comparatively bright lights of the cities are automatically given a free flat; or they can borrow the money to build their own house and claim most of the repayments back from the central government.

Despite these carrots, the countryside is still short of teachers. Mr Jerzy Kuberski, the Minister of Education, hopes that sweeping new reforms affecting the whole education system which are now in their final stages before implementation, will finally cure what he calls "the vital problem of the countryside".

At present compulsory schooling ends at 14, though over 80 per cent of all pupils in fact go on to either technical or vocational schools or the grammar-type lyceum. A combination of running assessment and examination decides who goes where. About a quarter of all children qualify for the lyceums.

One of the earliest actions of Mr Edward Gierek after he came to power in the wake of the food price rises on the Baltic sea-board in December, 1970, was to set up a non-Party Committee of Experts on the State of Education.

In 1974 the committee, headed by the influential sociology guru of Eastern Europe, Professor Jan Szczepanski, published its report. It called for a 10-year school for all to be introduced in the 1990s set in the framework of a permanent education system to be established in the intervening period.

Instead, the government has decided to go ahead with the 10-year part of the recommendations, while leaving development of the permanent education component very much in the background.

From next September the first seven-year-olds will begin the new 10-year curriculum. Learning languages from the beginning, like Kate is doing, may be introduced at the same time. The new system will then be phased in a year at a time.

A feature of the system is that hundreds of new schools are being built in the towns of the country-side to replace the village schools. Extensive bussing of pupils will be necessary.

The Church has protested long and loud that the schools are yet another tactic to weaken its influence. Religious instruction is at present provided in 18,000 "gathering points" near schools after school hours. This increased travelling will mean less time and energy for religion, argues the Church.

New schools are also going up in the towns, although Mr Kuberski agrees that there has been a "slowing down" in the work because of the country's present economic troubles.

When the new system is in operation all teachers will have to have degrees. Teacher training has now been transferred from colleges of education to the universities. In addition, all practising teachers are now having to study for a degree.

Between 1973 and 1981 it is planned to upgrade 160,000 teachers at the rate of 20,000 a year. The main drive is in the primary schools where only one in 10 teachers at present has a university qualification.

The teachers, who study through radio and television programmes as well as periodic visits to university, are given an extra day off work a week (school is six days a week) and a month off before their final examinations. Even so, it is recognized that teaching quality is bound to suffer in some cases.

In the new schools the emphasis will be very much on academic learning, although such "subjects" as dance and more free time for optional choices are now being introduced. The current four-year initial stage of primary teaching is to be cut to three. The same amount of ground will be covered and there will be increased concentration on the Polish language and mathematics.

But it is at the other end of the scale, at the end of compulsory education, that much disagreement still exists. According to the latest plans, some pupils will leave at 17, others will go on to vocational courses of varying lengths aimed at preparing them for their first jobs and others, an élite minority, will go to new academic "hot-house" institutions where they will do two years' specialist swotting for university.

People such as Professor Szczepanski argue that schools should be linked with factories, industry, cultural centres, youth organizations, trade unions, military service and the media—all helping to "educate" the young as part of an overall programme.

At the same time, apparently paradoxically, he says that mass higher education can only lead to a drop in quality. What is needed, he argues, is the maintenance of universities as centres of academic excellence in the Humboldt tradition.

Certainly, one aim of the new system is to make sure that higher education standards are improved. Too much learning in the universities is now little more than by rote. Students face over 30 hours of compulsory lectures a week. Exams are frequent. As a consequence, experts feel, there is not enough time for conceptual thinking.

With the new, better qualified "graduates" of the two-year specialized courses, it is hoped that students may join university research teams early in their undergraduate days. As many of these teams are to include outsiders from industry it is also hoped that the student of the future will be earlier and better oriented towards and sympathetic to the problems and needs of industry.

But another aim of the revamped school system is to make higher education more democratic. Although children from a wider range of social backgrounds will, under the new arrangements, undoubtedly get a better education, the number of university places is not planned to grow significantly.

There will, therefore, some educationists argue, be even more well qualified students chasing the available openings. Even now, about 10 per cent who pass the university entrance exams are unable to gain immediate full-time admittance in their chosen subject.

It is here that the proponents of permanent education say that the government is squandering an excellent chance to produce a complete package of educational measures in one go.

In particular, researchers at the government's academic think tank, the Institute for Higher Education and Science Policy, point to the dangers of a possible small number of "overeducated" students who will have to work in industry with administrative seniors who may well not be so qualified.

The system of part-time study, however, is already impressive. Poles, with justification, make the simple equation that better qualifications equals a better job, which equals better pay. Almost all young workers, and even those in middle management, are studying part-time or in the evenings.

Teachers of all levels, including senior university academics, have also developed a thriving cottage industry giving private lessons. Groups of teachers have banded into cooperatives to rent buildings for classes, for example.

But if the expected gains in quality from the 10-year school are to be maximized at some stage then, it is felt in some educational circles, paid study leave which courses will have to be developed.

Meanwhile, an employment problem of sorts already exists. Although it is technically true Poland has abolished unemployment, there is much underemployment and many jobs entailing hard work. Papers and magazines are full of discussions about the need for full and rational employment.

The situation is worst with graduates; students usually take their study at the university near their home. On graduation they have a right to work in their home or student area. Despite the financial inducements, they don't want to leave the cities for the countryside and they are sent there. There are as a result too many graduates in, for example, Warsaw and far too few in the provinces.

Nor do school leavers always want to take jobs in building with government's top priority. Voluntary unemployment seems be a small, but nonetheless persistent phenomenon.

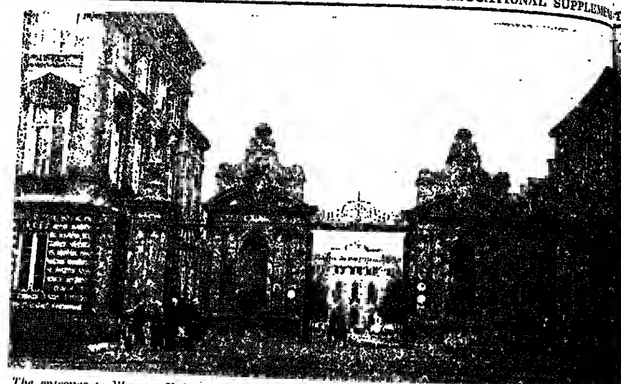
Not that earning money is Poles' only preoccupation: no one has to spend it on, for example, a consumer society held up by one of Mr Gierek's predecessors as the same was to be king. The price rises of last June and July, which sparked off the food riots, showed that by that man in the street understood the cheap food and plenty of it.

He is getting neither. Prices this or that article are tendency to rise and major increases in foodstuffs—the issue which ignited the June events—cause long delayed. Meanwhile, wages are frozen, loan and fresh meat short supply and the flow of goods to the shops still erratic.

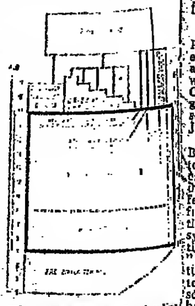
The leading dissidents—many whom are right-wing academics or professional people—say this situation is in the nature of socialism.

Other dissidents one meet—sort not normally publicized in the west—complain of state capitalism, the inculcation of the idea of consumerism as an end in itself and the lack of "real" socialist education.

Both sides agree that the most delicate task facing the government is to make sure that the Soviet Union does not intervene the new time the going gets tough.



The entrance to Warsaw University: competition for places is acute.



The new system of schooling to come into operation next year.

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Holland

Master plan for special schools

from Lynn George

AMSTERDAM

A comprehensive memorandum on special education proposing short-term improvement and long-term reform has been published by Dr Jos van Kemenade, Education Minister of the socialist-led coalition government which resigned on Jan. 22.

The document is a revised form of proposals already outlined in Dr van Kemenade's 1975 Contours Memorandum, a master plan for education until the year 2000. These were criticized for ignoring current realities in special education.

The new proposals aim at improving existing provisions for special education as well as increasing the responsibility of ordinary education for the handicapped child. A flexible set of special educational facilities is envisaged to ensure that problem children are only removed from ordinary education in extreme cases.

At present special education is organized into 20 separate types of schools. In recent years the number of children attending such schools has increased, both in percentage and in absolute terms. In 1967 there were 71,500 in special schools, which was 4.8 per cent of all children of primary school age. In 1976 the figure had risen to 89,400 and 5.8 per cent.

Mentally retarded children constitute the largest group within this sector. Their numbers have decreased since 1968. But the second largest category, children with learning difficulties, has more than doubled since 1968. In 1976 there were nearly 25,000 children in this group, with nearly four times as many boys as girls.

Special schools provide elementary education for children between the ages of six and 14. Some schools also have nursery and secondary education. A few separate secondary modern schools also exist. The peak period of attendance at special schools is between seven and 11 years of age.

There are two main reasons behind the proposed reform. First, the present system relies too heavily on medical criteria, rather than the educational needs of the children, in deciding what schools they should attend.

Second, children are automatically confronted with special provisions frequently not needed so that the idea of society regarding them as "misfits" is perpetuated.

A reclassification of school types, whereby medical indication would be only one of a number of factors taken into consideration, is proposed as a long-term objective. The Contours Memorandum suggested that the number of school types could be reduced to four: remedial, compensatory, therapeutic or providing motor-orientated education.

A number of short-term measures are also proposed.

To speed up the process of admission to special schools the document recommends setting up regional referral boards composed of representatives from both special and ordinary education. They would have the task, together with the child's parents, of selecting a suitable school for the child.

The special schools' admission teams responsible for the examination of the child would be composed of the same people who would ultimately be responsible for the child's welfare within the institute. The child would be reexamined every year (instead of the present two years) to make sure his needs had not changed.

To improve special education at the secondary school level a number of proposals are suggested. Independent secondary schools for mentally retarded children should be established and the age for admission to secondary education lowered from 13 to 12. The curricula should also be extended to include typing, chemistry and trade and commercial practices. In certain schools Latin and Greek could be introduced. And a voluntary state school leaving examination should be introduced although what form this might take is not yet clear. At the moment children in special schools are exempt from examinations.

Until ordinary education can offer more facilities for handicapped children no limitation will be imposed on expanding facilities within special education. But increases in the number of school types will be curtailed, while experiments involving the merging of two or more school types will be encouraged.

The responsibility for an active experimental policy aimed at increasing ordinary education's help for handicapped children will fall to the Basic School Commission and the Middle School Commission. The former is now responsible for combining infant and junior schools into one school type for four to 12-year-olds, while the latter is concerned with introducing comprehensive schools for all 12 to 16-year-olds.

Dr Jos van Kemenade

Italy

Reform hopes to bring order to chaotic training schemes

from Dalbert Hallenstein

VENICE

Plans for the reform of vocational and professional training were announced by the government last week. The proposals closely follow approval in January of a government bill to reform the secondary school system (*TES* January 28).

The Secondary School Reform Bill, which must still be presented to Parliament, will abolish the existing rigid structure of secondary schools which issue professional qualifications on successful completion of the final examinations. The new secondary school system will offer a general education loosely structured into four "orientations": languages/literature, history/humanities, sciences/technology and the arts. The new school-leaving qualification will have no professional value, but will serve as the necessary requirement for university entrance.

For those who successfully complete their studies under the new secondary school system, but who do not intend to take a university degree, there will be a series of two-year professional courses which will train students in subjects such as accountancy, surveying, electronics and dental, medical or agricultural technology. The final examinations will confer the right to be entered on the relevant professional register.

The Italian constitution states that craft and vocational training are the responsibility of Italy's regional governments. The central government therefore intends to continue a system of regional vocational training for pupils who do not continue their schooling in the secondary schools, or who drop out of the secondary system before qualifying.

The regional plan will consist of: brief preparatory courses to inform young people of the realities of the work market and direct them into activities where there is an employment need; elementary vocational courses for those who have completed compulsory schooling, and who are over 14 years of age; vocational courses to train personnel to intermediate levels; high-level specialization courses; updating, in-service courses; reconversion courses for redundant workers who are already trained; vocational courses for invalids and for the physically or mentally handicapped; and craft courses.

Though these courses will be the responsibility of the regions, the central government intends to allow the regions to form out vocational training to private bodies. This is perhaps the most controversial aspect of the new vocational training plan.

One of the main reasons for the chaos and ineffectiveness of the current Italian vocational training system is that much of it is in the hands of private, often church-run organizations, which tend to place more importance on profit than on educational results.

Sweden

More study places in bid to aid jobless

from Mike Duckenfield

STOCKHOLM

Ten thousand extra places in upper secondary schools are to be created as part of further measures to tackle unemployment among 16 to 19-year-olds. The recent government announcement comes only three months after the last aid package.

The places—in short vocational courses—are mainly intended for the 30 per cent of youngsters failing to continue studies after leaving comprehensive schools and for upper secondary dropouts.

However, a proportion of places will be reserved for work introduction courses for immigrant teenagers and special attention is to be given to the needs of girls and the handicapped. All three groups face uncommon difficulties in finding work.

To make study more attractive, the Labour Ministry has agreed that course participants will be eligible for 10 weeks' study support equivalent to that received by young-ters in training on National Labour Market Board courses. Normally, only pupils on long-term upper secondary courses get support.

Local education authorities are to be reimbursed by the government for the cost of the extra places as well as that of running follow-up study and work guidance services.

The cost of extra provision is estimated at 25m Skr (£3.4m) with a further 20m Skr being paid out in study support—equivalent to 200 Skr (£27) a pupil a week.

Last autumn, the government decided to extend emergency measures brought in for 1976 until at least the end of June this year (*TES*, December 3, 1976).

These included offering subsidies to firms if they hire unemployed under-25s to fill vacancies created by sending employees on in-service training courses or if they send workers on courses instead of making them redundant.

Although only 1.8 per cent of the total Swedish work force is unemployed, 43 per cent of these are between 16-24 and 23 per cent are between 16-19. The number of teenage jobless is about 20 per cent higher than a year ago.

Employment difficulties and the increasing need for post-comprehensive vocational training are reflected in the trend away from academic and short theoretical courses at upper secondary school during the past four years.

Figures recently published by the Central Statistics Bureau for upper secondary admissions last autumn show that overall intake rose slightly. But, while numbers for three and four-year academic pre-university courses remained steady and those for two-year theoretical courses decreased by 6 per cent, entry to two-year vocational courses rose 5 per cent.

Since 1972 the switch to vocational studies has been dramatic. Courses now cater for 58 per cent, compared to 47 per cent of pupils four years ago.

West Germany

Employers offer extra training to block levy

by David Dungworth

A new initiative from West Germany's employers' organizations has almost certainly postponed the introduction of the controversial industrial training levy. In return for a Government decision not to implement the levy this year they have offered to provide over 100,000 extra training places.

The training level was the most important feature of the law to promote the provision of training places which only reached the statute book last September when the federal government decided to bypass the *Bundesrat* and present the Bill directly to President Walter Scheel for signature.

It gives the government powers to set up a central fund to which all business undertakings with an annual wage and salary bill of more than DM 400,000 (nearly £100,000) will have to contribute a sum equivalent to 0.25 per cent of their wage costs whenever the supply of training places fails to exceed the demand for them by at least 12.5 per cent. The money thus obtained will be used to subsidize those firms which maintain or increase the number of trainees they have taken on in the previous year.

Figures compiled on the day in question, September 30, 1976, showed a deficit of 1.5 per cent in the supply of apprenticeships, employment exchanges had a total of 19,000 vacancies, but 27,000 school leavers were still looking for places—so the government would be fully justified in implementing the financial section of the act. But the employers hope to forestall this by taking action themselves.

If the levy is not enforced they confidently expect to provide an additional 15,200 training places in industry, 20,500 in service occupations, 5,000 in agriculture, 1,700 in the public sector and between 55,000 and 70,000 craft apprenticeships. In all, nearly 630,000 places should be available for the 560,000 young people who are likely to be applying for them this year, considerably more than the 12.5 per cent overhup laid down in the act.

The employers made their offer at the first meeting of the central committee of the Federal Institute for Vocational Education. This body consists of representatives from employers organizations, trade unions and the provincial governments. The federal government provides the five members who have equal voting rights with the other three groups.

Although the proposal to postpone the introduction of the training levy was supported by a majority of the central committee, the Deutscher Gewerkschaftsbund, the West German equivalent of the TUC, has accused the employers of "politically motivated juggling with figures". It called on the government not to delay any longer.

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HMI reports

Languages: overtaxed and misled

Sir,—As head of the languages department in a comprehensive school and a member of several national committees of language teachers' organizations, I was encouraged to read your report (March 18) of the HMI survey, *Modern Languages in comprehensive schools*. (At the time of writing I have not been able to read the survey itself as HMSO are unable to supply it.) It is particularly good to note that HMI are at last taking up criticisms that teachers have been voicing without response for many years.

I know many colleagues spread over the United Kingdom who share my view that the chief reason for low standards is the failure to face up to the problems of teaching languages to children of moderate or low ability. The problems are so vast and intricate that neither teachers, schools, nor even local education authorities can tackle them: a nationally financed project to study the linguistic needs of these children and to produce courses and other teaching materials for them is at least 10 years overdue.

During these years hundreds of teachers have been heavily overtaxed trying to tackle the problems for themselves, and their preoccupation with this work is one of the main reasons for the much publicized decline in "A"-level standards: in these circumstances "A"-level candidates in a comprehensive school can easily drop two, or even three, grades compared with what they would have achieved with the same teacher in a grammar school.

I imagine that the survey will make the usual plea for in-service training, but one cannot see this being of much value until the basics that should serve as its basis have been carried out.

D. F. RICHARDS,
Caerleon,
Newport, Gwent.

Sir,—If, as the HMIs' report implies, the general standard of modern language teaching is low, may it not be that the teachers are being set the wrong goals in the wrong conditions?

Demonstrably, our standard of achievement is assessed on O level results, so, although many of us are convinced that what is most useful to our pupils is the ability to communicate in another tongue, we put the emphasis on mechanical accuracy in the trivia of grammar (such as variable unpronounced letters) because it is widely believed that this is what counts in the O level marking.

Perhaps we are wrong, and the examiners set more value on "personal and lively self-expression". If so, the message has not yet filtered down to the ordinary teacher in the classroom. Indeed, we feel forced to insist on a grammatical standard which, in fact, is no longer required of native speakers of either French or English.

Our task is made more difficult by this very fact: formal grammar is no longer taught from an early age as part of the English course, and we have thus lost the foundation on which we used to build, along with any respect for accurate grammar and spelling on the part of most pupils.

Give us streamed classes and we shall be glad of the opportunity to teach different courses to pupils of different abilities and aptitudes. Given reasonable acoustics—since a child cannot either interpret or reproduce unfamiliar sounds which it cannot properly hear—we will joyfully teach aural comprehension and "the ability to speak the language with flexibility and discrimination" and fluent rather than finicking reading and writing as well. Always provided that we can be confident that it is on these that our pupils will be assessed, and that, for example, the "aural comprehension" examination will not be chiefly a test of medium-term memory, as it tends to be with too many boards.

Meet all three of these conditions and we will think the Millennium has come compared with the frustrations under which language teachers now operate.

JEAN DUKES,
Teacher of French,
Suttian,
Ely, Cambridgeshire.

Classics: no need to be apologetic

Sir,—Your article on the HMI report *Classics in Comprehensives* (March 11) suggests almost total gloom for those who value the study of Greek and Latin.

The precipitous decline over the past 10 years in the numbers entering for O and A level in the ancient languages is not outweighed by the equally striking rise in entries for ancient history, classical studies, and similar non-linguistic subjects. If there is no one in a school—or in society—who has studied the languages, the study of history and literature loses both immediacy and depth, and before very long it is likely to perish. The HMI report seems to suggest that this may very well happen.

There are a few more hopeful signs. An article in *The Times Higher Education Supplement* (April 2, 1976), based on detailed statistics compiled by Professor G. B. Kerferd, showed that the numbers of students at British universities taking courses with a classical component had increased over the period 1968-1975 from 5,585 to 6,541. This includes beginners' classes in both Greek and Latin—increasingly demanded by students whose schools did not provide the languages at all.

Are some of the schools mentioned in the HMI Report—and some sixth-form colleges—offering beginners' courses for those in fourth forms or older, whose interest was aroused by classical studies courses at an earlier age?

Teachers facing comprehensive reorganization have to be ready to devise new courses to meet this need, but they do not need to be as apologetic as the HMI report apparently suggests about the new types of Latin course they already have.

The Cambridge project, say the HMIs, still has to prove its worth. Statistics from the Joint Matriculation Board (in this matter a typical board) show that the proportion of O level candidates taking the project syllabus is steadily increasing, and also that the grades gained by project candidates are significantly higher than by traditional ones (for 1976, 37.8 per cent A grades, against 25 per cent; the project candidates were about one-third of the total number).

The project syllabus, covering in its language content, relates in its historical and literary element, in an obvious way, to work being done in the same school by non-linguistic groups in classical studies. There are considerable problems in taking project candidates on to A level (the project team has not gone on so far as this but these are not at all insuperable; there are Honours students in classics now who have taken project courses in many schools, including this one.

The HMI report concludes, understandably, by stating that the Government cannot provide additional resources to help classical teachers at this time. It is hard to see why this should preclude the inspectors themselves from offering some more positive advice. The teachers who want classics to play a vigorous role in the comprehensive schools and the sixth-form colleges cannot afford an attitude of such passivity.

ELISABETH HENRY,
Head of classics,
Notre Dame Grammar School,
Blackburn.

'Sorry, dear, vocational grants are off . . .'

Sir,—A funny thing happened to a student of mine four years ago. She was only a secretary-linguist (or only wanted to be), but she had to take a degree (which she is just successfully completing). In the present economic climate the same thing is happening to an increasing number of students (mainly girls in the instance I have in mind). Perhaps your readers will find it entertaining, even instructive. I hope Mrs Williams is among them, since she is reputed to want more students on vocational courses, and presumably doesn't want to put grief students at a disadvantage.

The typical case is this: Jane is good at languages and wants to be a secretary, and use her language skills. On her school's advice she applies, sensibly enough, for admission to a two-year secretarial-linguist diploma course. She is interviewed, found acceptable, and is accepted. She applies to her L.E.A. for a grant. The correspondence goes something like this.

"Oh, no, you can't have a grant for that. It's a vocational course. We don't have to give grants for nasty things like that."

"But there are 60 students on it who have grants from their L.E.As. Must authorities give grants."

"Really? I can't imagine why! We don't."

"But the entry qualifications are the same as for a degree course—it is an advanced course."

"I can't be—it's vocational."

"But it's recognized by the DES as an advanced course. There are no non-county fees to pay—it's just the same fee as the lower level course at the local tech."

"Well, that's some advantage, but it's still not enough. And the local Tech. is very nice."

"But they only do French."

"Very useful, French!"

"But I want to do German and Spanish. Anyway, I'm accepting the Government's advice. I want to go on a vocational course and go to work, helping industry as an export correspondence."

"Very praiseworthy, but the real fact is, we haven't enough money to give vocational awards this year. We looked for our standard grant holders."

"So you aren't giving any vocational awards for such courses?"

"No."

"How can I become a standard awarded holder?"

"You could go on a degree course."

"But then I'd have to do a languages degree for four years, take me two years longer to get to work and help the exports."

"That's right."

"And it will cost the taxpayer as much. Anyway, you don't even get the money for the two-year grant for me."

"Oh well, if you go on to a degree course, we have to find the money."

"Then a degree course it must be."

June, and many like her are coming to modern languages degrees. She is a good linguist, will develop her language skills fully (though no more so than a good advanced secretarial course) and will take a secretarial course at her own expense when she graduates, to further her career ambition.

But is it rational, in economic or any other terms, to force her into a four-year course, to delay her in her chosen career, to give her less specialized training, and to spend twice as much public money in doing so? Oh, Mrs Williams, surely you have someone in your department clever enough to find the country some money by some way of making manpower available for advanced vocational courses such as these?

J. E. G. WHITE,
Wolverhampton Polytechnic.

German out the curriculum

Sir,—Is the study of German about to receive an unexpected boost? I quote from *The Sunday Times* of March 13:

"Doctors in an American hospital have found a new treatment to help chronic mental patients teaching them German. Before starting German lessons, the patients were disordered and incoherent. After three lessons a week for almost a year, 10 of 21 patients were speaking German spontaneously and talking to each other in a way which seemed impossible before.

Would preservation of national sanity be enough to warrant inclusion of German in any common core of subjects? And should we now regard any attempts to oust it from schools as insidious efforts to upset the balance in the curriculum for the future in the middle?

JEAN CAMPBELL,
The Association of Teachers of German.

Sir, I refer to the comment by a representative of the Assistant Masters' Association at the Oxford Conference (March 6) that pupils in Hull would find it worthwhile to study O level German.

I would point out that a school, in company with the majority of the 18 senior high schools in the city of Hull, courses in German leading to O level, and even A level, are offered every year.

ALEX HORSLEY,
David Lister High School, Hull.

Case for modular revolution

Sir,—How refreshing to read (March 4) that a chief education officer, Mr Tomlinson of Cheshire, has spoken out against the present school curriculum.

It is an unfortunate fact that, though an accident of evolution, the secondary curriculum is in the hands of the GCE examination board. Their syllabuses, based largely on university entrance requirements, are followed in neat or diluted form by most pupils. This has to be so otherwise doors would be closed to late developers; but at the same time it leads to a situation in which more than half the school population is engaged in work which is largely irrelevant to its needs and abilities.

Moreover, the curriculum developer, although making a valient effort to improve matters, is severely restricted by this academic straitjacket. Progress is being made at the extreme ends of the ability spectrum but much of the middle ground remains fallow.

One way out of this educational impasse is to introduce a modular scheme. Each faculty area would offer a number of self-contained units of work designed to be of immediate relevance and interest. The pupil, relying on advice, would select, in succession, a series of units and his attainment in each of these would contribute to his academic profile.

The introduction of such a scheme would, of course, mean abandonment of the existing examinations system and its replacement by one of continuous or end of unit assessment, largely teacher controlled and externally moderated. The title and content synopsis of each unit would give employers a clear understanding of the course of study an applicant had undertaken.

If necessary, each unit could be given an academic rating. In longer would the less academic have to traverse the path of failure; they would have the opportunity of achieving good grades in units of work which were meaningful and useful to them. The high fliers would still follow an academically demanding course, and, most important, those who develop late would be able to match this progress by choosing units of increasing academic content.

E. HALFPENNY,
Head of science,
King's Manor School,
Shoreham, Sussex.

There's a war on—and morale is in danger

Sir,—I would be grateful if you would allow me, through your columns, to explain and expand upon a few remarks I made towards the end of the Great Debate conference in Peterborough on March 11. I said then that I had felt an air of unreality about most of the day's debate because there had been so much talk of the need for more resources without any real indication of where they were to come from.

I also said that, in economic terms, there was "a war on" and in my view comparable in its danger, if not in its appearance, to that which faced us in 1940. I emphasized that the real issue was one of reordering our priorities and redeploying our existing resources rather than simply asking for more, and I said that the crucial problem was not really one of economic productivity but one of national will and morale. But I did not, to my regret, go on to expound the last point.

Miss Margaret Madon, headmistress of Islington Green School, London, and one of the opening speakers in the debate, stressed at one point that there was no necessary causal link between resources and performance. I agree but I do believe that there is a clear and direct causal link between the morale of any work force and its performance. I know that my own capacity to do my job well derives essentially from a belief that what I am doing is worthwhile and is regarded as such by all the various interests involved in the education service and by the community at large.

I am extremely worried just now about the morale of the education service in this period of harsh retrenchment and contraction. Teachers, teacher trainers and pretty well everyone else engaged in the education service have taken a pretty severe battering from the critics in the past two or three years, and it is little wonder that there are signs of bewilderment, anxiety and resentment. We all know how easy it is to make a potentially able child into an under-achiever by giving him a third-rate label.

Our education service has its weaknesses and deficiencies, of course, but it is not third-rate. The danger is that too much public criticism (often ill-informed, sometimes downright vindictive) will make us all begin to feel uncertain and undervalued in respect of the many good things we have achieved and are still achieving. From there, it is a fairly short step to loss of enthusiasm and a growing unwillingness to bear sacrifices which apparently nobody appreciates and which seem to lead nowhere except to renewed accusations of "failure".

My plea is that we should apply to the education service (and the nation at large) what we as professional educators know to be true about child development and the learning process—that the key to success is motivation, and that motivation comes from achievement so that the child needs to win success in order to want to master the difficult techniques and eliminate the failure in order to reach towards still higher standards. This is not to deny the need for hard and disciplined endeavour—quite the reverse.

It is always a source of wonder to me how much effort and sacrifice children will put into the things they enjoy learning or know they need to learn in relation to longer term goals which have become visible and meaningful for them. Couldn't we all this to our current national task if we believe we could, and is the education service our present Secretary of State is perhaps more able than anyone else to lift our morale? Not by denying our blemishes.

It would be a cruel irony if the main results of the Great Debate were to be not a shake-out of what is obsolete and a shake-up of those who are incompetent—but the abandonment of our most creative innovations and the undermining of the confidence of our most able teachers.

G. E. COOKE,
County Education Officer,
Lincolnshire.

Post early for back-up materials

Sir,—The BBC annual programme of 1977 radio and television broadcasts was sent earlier this month to every school in the country with an order form for the supporting publications. These teacher's notes, pupil's pamphlets, and filmstrips are provided on a non-profit-making basis to help teachers and pupils to get as much as possible out of broadcasts. Prices are kept as low as possible so long as costs are covered for the operation as a whole.

We know that these publications are greatly valued by teachers, but we also realize that in the present economic situation it is more and more difficult for schools to find the money to buy everything they would like. One way in which we are trying to keep costs and therefore prices as low as possible is to make economies in printing and distribution cost.

This calls for schools' help in returning their BBC order form as early as possible. Early ordering means that the right number of publications is printed, to avoid wastage, and that we shall be able to send all the items ordered by a school each term in just one single despatch, to reduce postage costs.

To achieve these economies we have for the first time given a closing date for the acceptance of terminal orders for printed notes and pamphlets, though not for filmstrips. Details are in the annual programme.

We very much regret having to impose these restrictions.

JOHN ROBINSON,
Secretary,
The School Broadcasting Council for the United Kingdom, BBC.

Polys policy

Sir,—Along with most of your readers no doubt, I have accepted the claim that the Government's policy is to concentrate teacher education in polytechnics. It appears to be accepted by Frances Wright and Kenneth Robinson (March 11). Yet when our examiner, the Secretary of State's proposals for the reorganisation of teacher education it looks as if there is a marked preference for the non-polytechnic sector.

The proportion, allowing for the areas where the l.e.a. is asked to make the proposals, indicates that for every place proposed for education within a polytechnic, two are being allocated outside this sector.

REG JENKINS,
21 Riefield Road, Eltham.

The facts on safety

Sir,—Barry Fitton's article ("What Price Safety", February 25) on the effect of the Health and Safety at Work Act on school science teaching contains a number of fallacies in its delineation of duties between the employer (local education authority) and the individual teacher. I should like, therefore, to make the position clear.

Under the Health and Safety at Work Act both employer and employee have certain well-defined duties. First, the employer must ensure so far as is reasonably practicable, the health, safety and welfare at work of his employees. In particular he must, as Mr Fitton points out, provide plant and systems of work that are safe and without risks to health.

But much more than this, he must provide such instruction, information, training and supervision as is necessary to ensure the safety of his employees. Thus it is the employer's responsibility to ensure that individual teachers are fully acquainted with the risks involved and the precautions to be observed. The employer has a continuing responsibility to meet these duties and he cannot simply delegate them to the individual teacher as is implied in the article.

The employer also has a duty to prepare a written statement of his general policy for safety and this must set out his organization and arrangements for meeting his general duties described in the preceding paragraph. Through this policy he can allocate to individual managers or, indeed, employees certain functions which must be carried out to meet general legal requirements. Even so, he cannot abrogate his own duties as an employer.

The individual employee certainly has duties and responsibilities towards his own safety and that of his colleagues and he must cooperate with his employer in complying with any legal duties and obligations. It must, however, be emphasized that while the individual teacher could be held responsible for his own acts or omissions, he does not, as is implied in the article, automatically assumes responsibility for the inefficiencies or shortcomings of his employer.

V. G. MUNNS,
Head of general policy branch,
Health and Safety Executive.

What measuring means

Sir,—If we wished to know the height of a child we should not normally work this out by measuring his foot. No doubt we could, if we were trained, make a fairly good guess at it, given the child's shoe size. Certainly by comparing hundreds of such measurements with the actual heights we should find that the correlation between the two measurements was fairly high. The error in particular cases would however sometimes remain a substantial one.

So it is with the testing of intelligence, reading, maths or any of the subjects frequently tested in school. Any test of this kind samples but a tiny part of the measured capacity. Measure the foot and you know something about the height. Use a test of basic maths and you know something about the child's understanding of maths. But not everything.

Who has not heard the kind of worried remark—"he has dropped three points since he was last tested. I can't understand it"—or similar evidence that the tester is unaware of the meaning of the standard error of measurement. I notice a glazed look in the eyes of some when standard deviation is mentioned and often test results are held to be credible only if they support a previously held conviction.

Currently we are in an assessing mood. A pamphlet has just been sent to me telling me about the Assessment of Performance Unit. I doubt whether this little document will do very much to lift the veil from the unit's precise activities or tell us what message it has for the teacher in the classroom.

Perhaps a later publication will publicize the presently esoteric art of test interpretation. If we are to have a new wave of testing in our schools in the wake of the new unit's activities, will someone who is recognizably an authority and in authority speak out and demand statistically literate interpretation at every level? Much harm may be done if prevailing ignorance persists.

DENNIS H. O'DONNELL,
Education Officer,
Hereford and Worcester.

Role of inspectors

Sir,—Since Mr G. W. Nicholls ("Who inspects the Inspectors?" March 18) has produced no further evidence in support of his assertion I need not pursue that matter further.

With regard to the advice given to the Secretary of State to the effect that it would be improper for him to inquire into the actions of the inspectorate, while I do not of course question Mr Nicholls's veracity, I am exceedingly surprised that any official should have given such advice and that, if it was given, any Secretary of State should have accepted it.

On Mr Nicholls's other point I do owe him an apology. I wrote when away from home and relied on memory. The passage to which I referred was not in the report itself but in the evidence submitted to the committee by the Association of Teachers in Technical Institutions (paragraphs 9 to 12).

The Select Committee's Recommendation No 10 for a joint working party received the following comment from the department: "The work of, and recruitment into, the group of inspectors concerned with F.E. will be reviewed; and in the course of that study, local education authorities and others will be consulted."

Someone in closer touch than I now am with F.E. may be able to say what were the findings of this review.

JOHN BLACKIE,
Alconbury,
Huntingdon.

Letters for publication should arrive by Tuesday morning of the latest. They should be as short as possible and should be written on one side of the paper only. The editor reserves the right to cut or amend them if necessary.

Singular task of learning to play music

Sir,—Our attention has been drawn to correspondence (February 4) in your columns, concerning instrumental teaching in schools, which advocates a specious and misguided solution to the problem of equating quality with economy.

It is not a question of half a loaf being better than no bread, or even that some things are worth doing badly, rather than not at all. The vital point is that the acquisition of instrumental skills that are satisfying to the pupil or teacher, the potential professional or the enthusiastic amateur, can only be obtained, ultimately, from a one-to-one relationship.

It is precisely this requirement, albeit one which in the early stages can be related to class instruction, that attracts skilled students into instrumental training and subsequent careers as specialist teachers. Now we could your readers feel if they were herded together in a doctor's or dentist's surgery for collective diagnosis and treatment? Nervous? Indignant? Sceptical? Probably all three.

Yet, it is precisely this kind of unprofessional economic heresy, despite centuries of experience, which lie behind the specialised requirements of instrumental training, that drives the conscientious teacher or the gifted child away from the public sector of musical education.

Our recent report to the Gulbenkian Foundation on the Training of String Teachers makes a number of recommendations which could lead to a much healthier attitude towards the training of good teachers. But our concern will be worthless if conditions of employment for qualified teachers do not match either the realism or the idealism of our proposals. We earnestly commend these to your readers—particularly to members of the inspectorate or the Schools Council.

NANNIE JAMIESON,
LOUIS CARUS,
European String Teachers Association.

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Sport

Group want to put pep into PE

by Stanley Levenson

As the scheme for a Centre of International Sports Studies takes shape, another project to enrich the lives of physical education has been started.

Dr Vaughan Thomas, head of PE at Liverpool Polytechnic, is the main spokesman for a group which wants to establish a society of sports sciences. After an exploratory meeting in London the group is going ahead with the idea. All who are interested are invited to a meeting at Milton Keynes tomorrow.

The aims of the society include improved communication of scientific techniques and ideas, more sports research and debates on important topics in sport.

Dr Thomas says that many people would benefit from the society, including teachers, researchers in medicine and science related to sport, national coaches, people in the sports equipment industry, graduates and students.

One of the preparatory group is Dr Don Anthony, principal lecturer at Avery Hill College, who is also on the planning committee for the Centre for International Sports Studies. This, it is hoped, will be set up in September, based possibly on Sussex University.

Mr James Platt, director of the Central Bureau for Educational Visits and Exchanges, is chairman of the committee. Members include Mr Dick Palmer, deputy general secretary of the British Olympic Association, Mr Mike Banks, director of leisure services at Stevenage and formerly at Sussex, and Mr Tony Bailey, of Sussex.

The centre would concern itself with the emergence of sport as an important social and political factor in the development and developing world and with providing for high-level seminars and study fellowships and courses for overseas students.

It would work closely with existing national and international bodies concerned with sport, physical education and recreation . . . a service centre, an academic base and a forum.

Mr Platt says there is no danger of any takeover; the centre is intended to supplement and complement the work of existing organisations.

Ashworth, Dulwich (right), is tackled by Cuttum, Haberdashers' Aske, during the national schools seven-a-side rugby competition on Rosslyn Park's ground at Roehampton. Ampleforth won the competition, defeating Sherborne 16—6 in the final.

All-in boys on long-range rugby tour

Twenty-five senior boys of St S[illegible] School, a comprehensive in [illegible]cester, Northants, began a [illegible] tour of British Columbia this [illegible].

Even in those days of more [illegible]tant horizons this is an ambi[illegible] adventure, made doubly difficult [illegible] the economic situation. So [illegible] does not have the financial st[illegible]ings of the traditional rugby-[illegible]ing schools in the independent s[illegible].

None the less each boy co[illegible]buted £150, which covered the c[illegible] for air fare, and the school r[illegible] more than £1,500 through dis[illegible] supper parties, raffles, sponso[illegible] walk and other events, says [illegible]head, Mr J. W. Mayes.

In charge of the party is [illegible] Norman Barker, head of boys' p[illegible]sical education, and hooker for [illegible] senior rugby club, Bedford.

Mr Barker was a member of [illegible] Bedford team which won the Rug[illegible] Union knockout cup two years [illegible] and then went on a tour of Cana[illegible]. It was after this trip that he [illegible] forward the idea of a school tour.

Going with him is Mr Ben [illegible] Vine, head of lower school, and [illegible] Richard Randall, chairman of [illegible] East Midland Referees' Soc[illegible] who can play a double role [illegible] dealing with both bruises [illegible] referees.

Another chance for gym girls

The girls of Cabonna Convent Grammar School, Croydon, must be wondering what they have to do to win the national junior team championships of the English Schools Gymnastics Association.

They have been runners-up twice and third once in the four years of the competition, and in each of those four years the champion school has been Warle Comprehensive, Weston-super-Mare.

Tomorrow and Sunday at the Sobell Centre, London, the two schools confront each other again, with the Cabonna girls hoping that this time they can emerge out on top.

Crossgates Middle School, Leeds, who were second last year, are again among the finalists and the Crossgates boys will be defending the title they won in 1975 and 1976.

Moston Brook School, Manchester, the 1975 runners-up, Hermanwood School, Welwyn Garden City, winners in 1973 of the now-abandoned senior competition, and Greenfaulds High School, Cumbernauld, are among the schools hoping to prevent a Crossgates treble.

This year's event has a changed format. Instead of one omnibus junior championship there will be competitions for the under-11s and under-13s, which brings more junior schools in the fore, including Our Lady of Victories JM & I, in London, much to the delight of the head, Mr James Walsh, who is the publicity officer of the ESGA.

French invaders seek Rugby League honours

Rugby League schoolboys be France arrive in England today fo a tough programme of five matche in eight days, including an inte national against Britain at Whitehaven on Good Friday.

They will be out to emulate the seniors who recently beat bo England and Wales in a three nation tournament. French schools RL is on the up and up, says R Ron Morgan, secretary of the English schools organization. Le year they beat the visiting British team 27- 12 in an international at Avignon.

Gift to young swimmers

A surprise donation of £250 by a local firm and money raised by friends of a special school in the Midlands has enable its severely handicapped children to use their swimming pool in comfort.

A lift has been installed for about £500 at the poolside at Exhall Grange School, Exhall, near Coventry, to help pupils in and out of the water. Up to now teachers had to carry the more severely handicapped youngsters into the pool.

Mr George Marshall, head of the 315-pupil school, said: "The kids can now get into the water in a dignified manner and haven't got to be humped around like a sack of potatoes. We were having to bundle them in and you can't blame them for not liking it. It wasn't dignified."

The Association of Friends of Exhall Grange School began fund raising last year, and the lift was not likely to arrive for several more months. But a surprise cheque from the firm made it possible for it to be bought ahead of schedule.

Mr Marshall said: "The reason for the lift is that whereas we can get a lot of children who are fairly mobile into the pool, children who have got muscular dystrophy are enormously difficult to pick up."

Roger Dutlay, the England rugby captain and Newcastle teacher, has presented his no 8 shirt to Pendower Hall Special School, Tyneside, at the request of a 16-year-old pupil, Kevin Burns, who suffers from muscular dystrophy. The shirt will be used as a prize to help the school raise money for a trolley for their bus and for taking part in this year's Stoke Mandeville games for the disabled.

Fencers limber up for title fights

Interest in next week's World Youth Fencing Championships in Vienna, stimulated by Rob Brunigies's capture of the foil gold medal last year, is greater than ever.

Tomorrow at Beaufoy School, Kennington, London, the nine men chosen and their six reserves face the final training and fitness tests. From 10 in the morning until 6 pm with only a lunch break, they will have competition fighting, physical training and lessons under the eyes of a doctor, coaches and selectors. With them will be two of the girls' team, Elizabeth Wood and Clare Montgomerie, who are not entered for the Open Doctor Cup at the de Beaumont Centre.

Where schoolboy cricket is better organized

from Terry Power

HAMILTON

New Zealand's cricket vice-captain John Parker, who spent five seasons as a Worcestershire professional, believes representative schoolboy cricket is both more common and better organized in New Zealand than in Britain.

The bases for the growth of opportunities for schoolboy cricketers with some talent are the rapid expansion of a network of tournaments for three age groups of school players representing their local associations, and the employment of first-class players, frequently internationals like Parker, as professional coaches during the southern hemisphere summer.

When the New Zealand Cricket Council's Junior Advisory Board first met in October 1974, there were just two tournaments for schoolboy representatives in the whole country, both for primary schools. There had been a North Island primary tournament since the late forties, though it did not then cover the whole island, and a South Island tournament since 1953. In the current season there are 22.

The NZIAB chairman, Mr Don Hualeiro (who is head of Tuna Central School, in the Hutt Valley) details these as including seven for the primary and intermediate boys, five for the junior secondary age group (forms 3 and 4), and 10 for senior secondary schoolboys.

In addition, the long established national tournament for under-20s, the Brabin Cup competition, was expanded, last season, from four teams to six, and now all New Zealand's major associations have teams entered.

The schoolboy tournaments are in two layers. Major associations hold internal tournaments—Auckland, for instance, splits its area into and has eight district primary school sides competing. Northern Districts, with its seven affiliated minor associations, holds annual primary, junior secondary and senior secondary tournaments.

A climax of tournaments such as these is the running of a team to represent the major association (equivalent to an English first-class county, except that there are six of them instead of 17) at a North Island or South Island tournament. Probably the strongest of these schoolboy tournaments, held during December and January to coincide with the summer school holidays, is the North Island senior secondary contest, held this year at Napier. Northern Districts won the tournament for the first time by three points.

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Who is liberated now?

ggie O'Connor

ues that girls are still the

tims of

criminatory attitudes which

t them into

nforming wives and mothers

here must be something dreadfully ing with a school which turns out bils with such Stone Age, antiquated tudes about women." So said reen Colquhoun, Labour MP for thampton North, when commentingently on the case of a girl leaving ool before the statutory leaving date cause she got married.

The school clearly has some questions answer, but teachers can be justifiably gry that they are suddenly expected to rn out liberated, independent young men who see more to life than marri-e, when the curriculum has been ered, encouraged by government ports, towards producing conforming ives and mothers. Sue Sharpe's recent ok, *Just Like a Girl,** maps in great tail the development of education for rls, particularly working class girls, hich has helped to prepare them for eir role as a second class service dustry.

Cooking, sewing and hygiene teaching r girls has been seen as a method of proving the nation's health and welfare nerally. Mrs Colquhoun must have en very optimistic to have believed that uals were doing anything else. True, oil-girls' schools, girls have done better ademically, and middle class girls have ways had the higher aspirations of their rents to encourage them into careers; t the overall experience for the ajority of girls, of an education towards uality, is poor.

Sue Sharpe is not optimistic about the ances of a more liberating curriculum r girls in schools. Neither am I. As a acher in a coeducational comprehensive hich has a commitment to equal educa-onal opportunities in all subjects, I am ginning to see the difficulties. Despiteual time spent during the first three ars on subjects, particularly craft and chnical studies, there is no noticeable fference to the number of girls follow-g traditionally boys subjects like metal-work or technical drawing after the third year. This is also the case with physics and chemistry.

There are a number of reasons for this. First, pupils choose their courses for the last two years during their third year. They do this through a series of consultations with parents and teachers. If these people have not questioned their own assumptions about sex roles—and in my experience few have—female pupils need courage and conviction to opt for traditionally male subject areas. Some parents will support their daughters who want to follow the sciences, but class divisions make it less likely that a working class girl will be encouraged to opt for subjects which do not match with the likelihood of her early marriage and motherhood.

Free choice in such options is frequently made more difficult by the grouping of options. The ILEA report on mixed ability teaching indicates that the fourth year option system often divides the abilities deliberately. Able girls can find themselves forced to choose between arts and sciences just as perniciously as of old, unless a "non-sexist" awareness in compiling the options has been built in.

No subject area is free of sexism, some overt, some less so. History, not herstory, is taught. The massive contribution of women in general is ignored in favour of a few queens, and stock non-conformists like Florence Nightingale and Edith Carell. English is no better. The vast majority of books studied for literature examinations have male protagonists. Most literary female characters conform to the female stereo-type, and are a poor example to girls who use language much better than boys. Moreover most of the authors studied are male.

Mathematics problems are frequently expressed in technical terms, though by the fourth year technical subjects are ones with which girls have no contact. Teachers tend to divide sexually according to the subject taught, so that mathematics, science and craft have more male staff, and English, languages and humanities more female. This increases the image of such subjects as masculine or feminine, and makes a choice against the grain by a girl even more difficult.

Sexism and how it affects teacher attitudes has been scarcely touched upon by research. Common sense observation indicates that there are significant differences in the way teachers of either sex interact with their pupils. Academic expectation has been shown to be crucial. I would suggest that, among other things, girls' perceptions of the roles educated women, i e teachers, take in schools, depress even further their career expectations.

Without any research to back me up, I would suggest that in coeducation more males than females hold responsible posts, and that women in secondary schools holding senior posts are ambivalent about how their authority and femininity can be maintained. Teaching has been the educated female's traditional career, but those who are successful have not noticeably encouraged younger women to be ambitious.

Combining teaching with motherhood has always been a popular concept, since a gap in such a career was not disastrous. But the new maternity leave regulations, combined with the restrictions on temporary appointments due to the cuts, make employing a man a cheaper and more stable choice. The fate of the women who made teaching a career after the war are retiring. Bowlby and others convinced many educated women to leave the classroom for the home in the 1950s. The present cuts hit part-timers, women mostly, hardest. I am extremely pessimistic that we shall ever have a range of female age and experience in school staffs to attack the masculine ethos, and open up opportunities for girls.

An added difficulty for a girl who is looking for wider job opportunities than the traditional "working with people" type of expectation, is that the careers information in schools is sexist. Careers teachers are often in an uncomfortable position between the schools' and employers' demands. It seems unfair to ask them to take on the battle of the sexes in employment, but there is no doubt that they could make a difference.

A positive attitude towards breaking the sex definitions of jobs, and direct encouragement to pupils and parents, could open the door for many girls. The Careers Research and Advisory Centre seems the only body to have made a positive move in this direction, with their book *Male and Female* (1974).

Some efforts are being made to counter sexism in schools. They most frequently take the form of personal relations, sociology type of courses, which go some way towards attacking sex roles. Some women's studies courses have been started, but these are in embryo stage, and may only serve the same function as the black studies courses in the early seventies—to raise teacher-consciousness. There is a danger they may meet the same fate, discontinuation, unless women teachers combine to build a course to teach throughout the system.

The series *The Gender Trap* has provided schools with a very useful beginning, but there is no doubt that such material aimed at the root of governmental organization will be opposed. Government equal-opportunity/pay legislation is part of the bottle, but we need to look long and hard at the curriculum and teacher attitudes if these pieces of legislation are to be of any use.

Governing bodies of schools have a role to play as well, by asking about sexism in their own school's curriculum, and questioning their own attitudes when interviewing staff. I have heard candidates criticized, in one case for having doubts about following her husband when he changed counties, and another for giving the women's movement as one of her interests.

Mrs Colquhoun and the Equal Opportunities Commission, whom she has asked to investigate the school attended by the girl referred to, will find even more Stone Age attitudes if they look at schools more widely. It will be interesting then to see whether anything is done.

As a result of fears of racial conflict in schools, most authorities have inspectors, advisers and resource centres whose role it is to help teachers and schools deal with prejudice in the curriculum and relationships. When shall we get the same resources to fight the greater prejudice against females?

Teachers are sexist because it is deep within us all; but as with all prejudice we need help and resources towards understanding and change.

Maggie O'Connor is head of English, Thomas Tallis School, London.

** Published by Penguin (95p). The quotations on this page are taken from this book.*

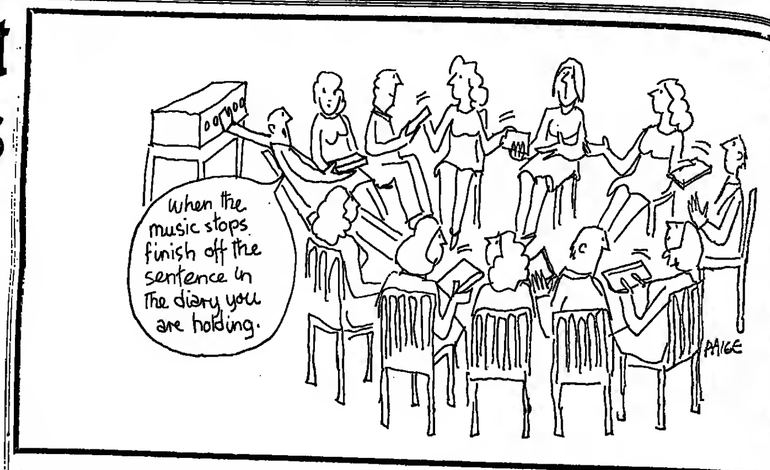
'I think men should have careers. If girls want to they can, but I think it suits men really. Once men start out on something, I suppose they go ahead, but women, they always change their minds, and never do good in full-time careers really.'

'My exam results weren't all that good this year. I went to the careers adviser, and he said, 'Well, what do you want to do?'—the big question. So I said, well I wanted to be a doctor. 'Oh,' he said, and we'd talked about it before, and I don't think I've got—I think I'd have to be really brainy to get in, because I'm a girl. My teacher suggested radiologist.'

Israel Abrahams

Telling it how it is

Few teachers have the time or energy to step back and consider their own practice. Last term, eleven members of a department in a large urban comprehensive kept a detailed diary of one week's experience. Their collective account provides a vivid snapshot of the everyday life of a teacher



Last term we decided as a department to keep individual diaries of a teaching week. We chose one week at random; it turned out to have been a particularly busy one. It included final rehearsals for the school production of *An Inspector Calls*, a great deal of intense union activity, and a number of school meetings.

We sought in the diaries both an account of the week's events and a picture of our preoccupations and beliefs. For us it was a way of investigating how we could say we operated as a department, how we influenced each other, how basic principles were understood, and how they affected our teaching.

Certainly we were running a risk in relying on these diaries as they were used in a wide variety of ways, and obviously served individual needs as well as the declared general aim. Eleven of us in the department joined in discussions over the diaries, and isolated certain strands, which individuals then wrote up. These finally became the article.

It is our belief that we should be constantly developing a common view of English through discussion, and sharing ideas and materials. We do not have a sequential syllabus for the first three years, and in the fourth and fifth years teachers gradually move on to the Mode 1, Mode 3 CSE, or O Level syllabus.

One of the primary objectives of the department is the involvement of everyone in it through the delegation of responsibilities and jobs. There is a "year person" for each year, ready to act as a resource person, and individuals take responsibility for ordering films, overseeing the resources, the CSE course, the Mode 3 course, the sixth form, the visual aids, and so on. Meetings are held on a democratic basis where issues are thrashed out and opinions aired and exchanged. Rarely is policy laid down by the head of department. . . .

As a result, most of us have the opportunity of taking an active part in the running of the department. During this week for example, Jenny, a member of the department, organized a Mode 3 meeting, Barbara called a reading meeting, Linda investigated *Angry River* as a possible class reader for the first year, and Chris and Jenny busily rehearsed in the play Eddie was directing.

At a team teaching meeting on the Wednesday chaired by one member of the department, Grant, the head of department, explains in his diary, why he enjoyed just taking part in the meeting: "I suppose it's because I've always hoped that the momentum of the department would not rest on my initiatives alone".

We are given the responsibility to think through our principles and how we practise them. We firmly believe in forming our own syllabus through discussion and exchange of ideas. At times this can become depressing—it would be easier just to follow a set syllabus laid down by an impersonal hand.

Linda writes: "I get worried about all the work we seem to do. Surely all teachers don't work this hard? It seems insane at times. Every evening there's work to do". Having resources organized centrally encourages the sharing of material. Room J29 is the base for our resources.

On Wednesday, Barbara and Pat met to look through the resources that had gathered on war. Pat notes: "I found the school's material to do with war will be the biggest help with my group work in the next few weeks, although ultimately it is the teacher's interpretation that counts".

Having this room makes it easier for us to get to know each other's kids as it is a space which is always available. This week J29 was often used in this way: Linda spent six periods working with first-year pupils from other coordinated-studies classes, Grant spent four periods working with a pupil, John, from Erica's first year, and Peter, from Linda's third year.

Erica explains what a help this can be: "I find John almost impossible to cope with in class. He can move around on a chair more than any person I know, and can disrupt the whole class. Grant agreed to talk to John and lots of things came out of their conversation about his past experience of writing in junior school. Grant persuaded him to just write, not worrying about spelling mistakes, and helped him to produce a book on Guy Fawkes. John is still disruptive, but this week he has read three short stories and produced two pieces of written work."

We try to bring into our lessons as great a variety of writing as possible, including kids' work printed in book form, and occasionally some of the short stories by teachers which were written initially to interest a particular pupil. The four teachers involved that week in the planning of a team-teaching experiment (Barbara, Terry, Jayne and Grant) all mention the time spent collecting material from various sources on the Masai, Eskimos, North American Indians, and Aborigines.

Collecting material can be a lengthy business. Terry describes his efforts on Wednesday: "Free periods can be frustrating things. They tend to go without anything much being achieved, and leave you with a feeling that you have wasted your time. I spent half a free period on a fruitless attempt to 'phone first Australia House and secondly Canada House.

"My call to Australia House kept getting lost somewhere in the GPO's telephone network and my call to Canada House never took place as all external lines from the school were being used when I tried to make it." The department meeting on Thursday, mentioned later, also discussed our use in English lessons of factual material.

Reading is, of course, emphasized throughout the school, although books are studied in greater depth from the fourth year onwards as part of an exam syllabus. Upper school teachers begin to feel under pressure to "deal with" books (character development, plot, etc), rather than to read them through for the enjoyment of the story and for work and discussion around issues raised in the class.

Denys faces the problem on the Wednesday when he begins, once again, to teach *Kes*. "It must be the sixth time at least that I've taught this book, and I feel I'm rather stale. I'll have to put a lot of thought into some of the less obvious things I can do with it. They had a look at some of the dialect towards the end of the lesson—perhaps I can do something on that in more detail. I wonder how?"

Upper-school teachers are always looking for ways to get the kids involved in the set books. Drama and discussion seem to have played an important role in that during the week. Chris mentions acting out part of *Coriolanus* with his sixth form, and a large part of Eddie's, Chris's

and Jenny's week was spent in rehearsals for *An Inspector Calls*, a set text. All three of them were actually teaching the text during the week, and mention it in their diaries. Chris records that "5R seemed excited about seeing the play next week, and of course there were constant jokes all lesson about my acting. Could they have my autograph?"

Eddie writes about the problems of trying to get a class involved in a discussion about set texts. "Monday. Have now finished Part 1 of *To Kill a Mockingbird*. Not much of a discussion. These children are nice and pleasant, but they consider that discussion is a waste of time. Gave a few leads as to why this chapter is important to the story or rather to the characterization of Atticus Finch. Maybe they can discuss it in writing."

Some younger kids will go to extreme ends to avoid reading. Erica notes some of the "funny comments" her first years made about reading. Keith was sort of given it up, Miss". He entered the information that "I'm off-day today, Miss, I can't read" while Sylvia always avoided books by offering to play Ericka.

Finding these attitudes very near our first years, we put a lot of energy into talking to kids about the books they are reading, available books which will appeal and are "good stories—got another one like that, Miss" enjoying a book together are the

By the second and third years the kids will feel more at books, enjoying and finishing individually as well as being involved shared talk and ideas which class readers.

The full department meeting major event in the week. We material not traditionally used English classroom—historical about eighteenth-century material concerning the Suffrage ment, and items from the CSE pack on faiths and beliefs. We how we might be able to employ our classrooms.

The meeting helped with lesson ideas but also raised questions. As Grant notes: "Jayne with Denys and Terry we worked with the material [associated with the children's novel]: we felt was crucial to understand that native element supplied by underpinned the other material that encouraging of a connexion material was important in the understanding of it."

As always, people reacted to fited from the meeting in their Jenny writes: "I found it very two reasons: I could hear other criticisms and comments on the pack, and so rethink certain aspects that" and "I got involved in the to work I'm doing with my lower in connection with *An Inspector Calls*."

There were also meetings which the concern of only lower or upper teachers. After school on Tuesday school teachers met to discuss how would assess the progress of our reading groups. It was suggested we looked at Herbert Kohl's book assessment in *Reading, How To*. how we could adapt it for our own

There was quite a lot of confusion the scheme, and some negative of it. It left Terry and Barbara feeling that it was a bad meeting. there were very few positive quite a lot of sniping at details.

To quote Barbara: "I felt the of the arguments were pretty and I often felt we were discussing no purpose." Erica observes: "Meeting when ideas coincide or meetings, as when people see English department they never for differences in opinion department." Linda felt she gained

from it: "I found it very helpful, though I probably sounded negative as usual."

Monday lunchtime there was a Mode meeting to begin the moderation process for one element of the course, the oral topic. Jenny says, "I found it helpful looking at each other's pupils' work—it's very satisfying seeing girls have had similar success and errors, and we can now go on to modify and improve the course where it needs it."

One problem of the meeting was the feeling that crept in—difficult for us to see ourselves as team in charge of all of 5Y, rather than individual teachers who want to see their work as best. But these negative feelings are small compared with the advantages that working in a group have; standardizing work, thinking about what we are really looking for in kids' work."

Important as formally convened meetings are, it is apparent that informal chance meetings are often more immediately useful in a directly practical way. Jenny writes: "Denys gave me a good idea on Wednesday. He's been working with his fourth year getting them to write stories for younger children, and then using pupils illustrate them.

What is particularly interesting is the way he's made them really think about their audience, what exact age group they are writing for, what language and ideas are suitable for six-year-olds and what for nine-year-olds. I think I'll try this with my 4Y."

While the principles which guide our activities do run throughout the school, the approaches to different year groups vary considerably. This seems to have something to do with the age groups we are teaching, but it also seems associated with the organization of teaching groups in different parts of the school. The department is effectively divided into lower and upper schools due to timetabling difficulties, with only Grant and Barbara teaching a class outside their "main" school, Grant a third year and Barbara an upper sixth "A" level group. The split marks a change from mixed ability throughout the first three years to setting in the fourth and fifth years. This change also marks a transition to working on exam syllabus, although of course fourth and lower sixth year teachers are not always going to be using that syllabus. The diaries seem to reflect a markedly different approach to working with pupils in the two schools.

Lower school teachers make greater mention of individuals in their classes, and of the personalities making demands on their teaching.

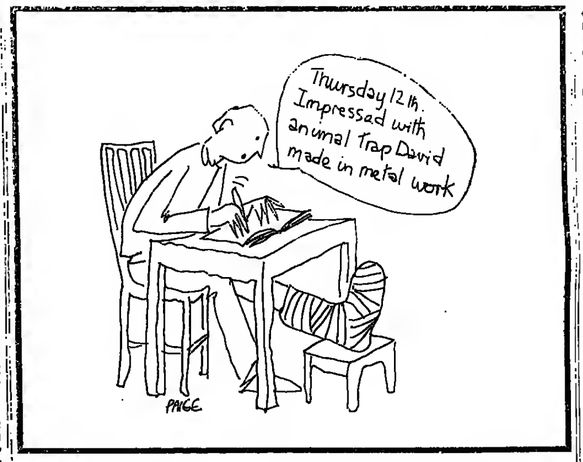
Linda (lower): "Grant came in to take David out. For a moment I think he had thought he wasn't going to go—he looked like a frightened animal being cornered. But he did go. The rest of the class came very suspiciously."

Pat (lower): "At break I had an interesting quick natter with my second year girls about make-up, etc, and this brought out a few interesting details about their home life. I also pleased me because I thought that although I tell them off in class, they still like and trust one enough to chat and tell me things."

Grant (lower in this case only): "In J29 I had recommended one of the *Three Short Plays* for my 3G: it did in fact work out extremely well. A nice coincidence. Herbert Jones as I entered the room asked then we were going to read a play to Esther. He bagged one of the main parts as a bully who finally loses out!"

Barbara (lower): "I had the whole lot in 5R for silent reading. After I had put Raymond out and had Steve and Paul sitting on either side of my desk, the class was fine and read well. I am very worried about these three though as I don't seem to be able to get rid of their very selfish attitude towards me and the rest of the class.

Raymond particularly bothers me and I'm beginning to wonder if for the first time I'm teaching a child whom I have a real personality clash with. He is very headstrong and I just am not willing to let him tell me what he is going to do—or am I going to be pressurized into letting him work where he wants if he disrupts that other person. Still, it's a crying problem and the result is that the class isn't as much fun as it should be because at the beginning of every lesson always have these three whining at me." These are not isolated examples. All the lower school teachers point to individuals, and their approach to lessons is continually being modified by the personalities of the pupils.



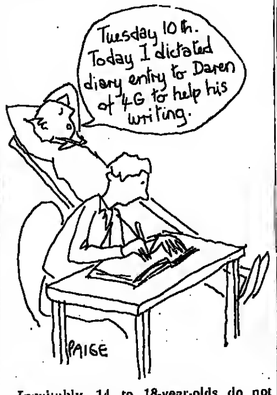
Upper school teachers on the other hand, make fairly off-hand comments on their classes:

Denys: "5Y are a bit lively too—it must be the weather. . . ."

Chris: "5R continued with their diaries from *An Inspector Calls* without bothering me much all lesson."

Jenny: "Dave, our student, was away so I went to 4Y lesson totally unprepared. It was foggy so I pointed to the fog outside. Luckily, I had two fog poems in the room, so we read and discussed those and they wrote their own poems—worked extremely well."

The Upper School teachers all have a sense of the groups they are teaching, but rarely reflect in the diaries an emphasis on individual pupils. They reflect a concern with giving the class—the whole group—a direction.



Inevitably, 14 to 18-year-olds do not make so many demands personally on the teacher—or least that is our experience. Generally their relationships are stronger and more demanding within the peer group. Given this, plus the setting and the determined aims of an examination syllabus, it is interesting to reflect from the diaries on how upper school teachers are responding to the task of allowing for individual development, particularly when we consider these pupils will need to be able to use language to succeed in examinations.

We would suggest that that is happening through trying to create a notion of what English is, within the groups, and perhaps using where possible a wider audience than the teacher for personal expression. Upper school teachers try to accept the child responding within the structure of his group ("peer", "setted", "new" in the fourth year). This may explain why it is that the lessons are very much class lessons, and why the teachers talk so often in the diaries about what the lessons were like, rather than what individual children were like.

The upper school lessons most closely scrutinized put this across.

Jenny comments: "5R—we discussed *An Inspector Calls* in groups (1) using the same questions I'd used with 4P. It was quite a good lesson, but made me realise I hadn't had enough group work with that class. They are happiest when being spoon-fed."

Denys: "4Y cut out headlines from newspapers and then wrote up their own reports. Some quite good work, although a few people are rather too easily satisfied."

Where upper school teachers do talk about individual relationships with pupils, they suggest situations like collaring people in corridors or staying behind at break, as opposed to direct involvement in the classroom, which is felt so strongly by lower school teachers.

There are bound in any week to be outside influences that affect both what happens in the classroom, and what views teachers hold of themselves as teachers, their colleagues and the school as a whole. One teacher writes, on the Thursday morning: "Still not feeling anywhere near normal. Tensions still around. Teaching must be a lot easier if you have a stable sort of private life."

These feelings affect the classwork: the same teacher writes that afternoon: "Reading group. Didn't feel I got anywhere. Couldn't give the attention I should have."

One of the department meeting that same night she comments: "Couldn't concentrate on a word of what we were supposed to read—really couldn't take anything in. Quite got into the discussion—seemed a bit more practical. By the end of the meeting I was feeling much more relaxed".

Where there is a pastoral system which sees itself, and is seen, as responsible for discipline in the school, there can be tensions created in the minds of ordinary teachers. One teacher refers to the year-tutor meeting, where staff were asked to work harder to control behaviour in corridors. She adds: "Pretty soon all of us will be getting authoritarian beyond reason, just because it seems the only possible way to cope."

Apart from other members of the department, adults coming into the classroom have a variety of effects. Terry sums up well a common reaction to having students. On Monday he writes: "The mere presence of students has a nasty habit of making you see things in the way you teach a class which are inadequate, or children in that class to whom you are not giving enough attention. I don't find students good for my self-esteem, but grudgingly admit that they're probably good for my teaching."

Another teacher, a probationer, describes her own and the classes' reaction to a visit from a senior member of staff: "Last two lessons—they're 10 minutes late, very noisy. I was just getting them into line outside the door trying to work out how many were still to come—along comes Miss T. to observe—Help—I get them inside and tell them to read for 10 minutes which gives me time to sort out trouble spots. Miss T. moved around listening to children reading. Why can't I act naturally with her in the room? I'm definitely tenser—don't breeze around as I usually do."

The presence of senior staff, or even pastoral staff, has an effect on teachers generally: normally an unspoken one, but Barbara—an experienced teacher—notes on Tuesday, "Quick cup of tea and then my drama with 2G. This is drama we had prepared the day before. I was slightly apprehensive because the year tutor was next door, and wouldn't be very sympathetic to too much noise."

Grant, throughout his diary, records the frustration he felt in negotiating an issue with senior staff. There is a sense in which the discussion operates on two levels, one an educational one, the other to do with personalities. Grant's first session, with one of the senior staff on Monday, lasted an hour.

He writes: ". . . a sense of a try out: this isn't the real one, I found myself thinking. It's a testing out of positions. . . . We had two interruptions: both served to lessen the formality of the meeting. It finished politely, anyway, with my suggesting that we postpone further discussion until we could meet with all the teachers in question, and the head."

After school on Thursday Grant was given a memorandum, without comment, which seemed to preclude further discussion in any form. Grant commented: "The problem of all this is not just that it's a waste of energy and often irrelevant to education, but that the whole process is destructive of the necessary relationships that should underly a common effort and joint concern for the pupils."

Another concern of our week was important but time-consuming union business. Little Ilford School, where 30 members had been suspended from the NUT, is the closest secondary school to ours, and views on this matter had caused controversy among the staff. Most department members felt the issues involved to be important, and though union meetings took up time, they made an effort to attend them.

Often they were a cause of frustration, as one person comments: "Funny how meetings really affect work—union meetings of the past week have been so frustrating that the kids must have felt my anger in some way." Decisions had to be made about joining a strike on November 17 unofficially.

"I'm still not decided about the unofficial action question, but now I've got till Thursday to decide. . . . [Thurs.] Went to meeting and decided had to go as delegate. Believe in it."

"Lunchtime we had the meeting to discuss action on November 17, and although I didn't agree to it at the meeting I found that by the end of the day I had agreed to be in the delegation and it looked as though I would probably go. I felt concerned but nervous."

"Feel pressure on me to join the strike on November 17, but I'm worried about it . . . one teacher was persuasive at break, and I can see the point of it all, and in other circumstances I would go out (but that's easy to say)."

The exercise of keeping diaries has raised a number of issues we have not considered before. For example, the interpretation of the differences in teacher-pupil interaction between upper and lower school classes has proved particularly controversial.

Further, we saw that in that week we had not made explicit many fundamental educational ideas. Instead, it seemed to us, the development of a common view of our subject came most fully through the teaching relationships of a group of teachers, constantly exchanging advice and ideas, and accepting, in large measure, joint responsibility for the work of a department. The problems that were thrown up not only made an impact on the individual, but affected the department, too.

From time to time it is necessary to stand back: the diaries have provided us with one way of doing that.

This article was compiled by members of the English Department at Langdon School, Newham: Terry Delaney, Grant Frew, Jenny Green, Erica Holley, Denys Hoyland, Barbara Mitchell, Jayne Oxburgh, Eddie Perry, Pat Smith, Jan Walden, Chris Walton, Linda Wicks.

Say what you mean what you s

Carl Slevin looks at some definitions of ideology

Modern Ideologies Series.
Socialism. By R. N. Berki. £3.50. 460 10721 6. £1.75. 11721 1.
Liberalism. By D. J. Manning. £3.95. 460 10765 2. £1.75. 11365 8.
Conservatism. By Noel O'Sullivan. £4.50. 460 [illegible] 7. £1.75. 11631 2.
Dent.

Fascism. By Martin Kitchen.
Macmillan £6.95. 333 18591 9. £2.95. 18592 7.

Law, Legislation and Liberty, Volume Two. By F. A. Hayek.
Routledge and Kegan Paul £4.95. 7100 8403 X.

Essays on Hayek. Edited by Feitz Machlup.
Routledge and Kegan Paul £4.25. 7100 8561 3.

After the unhirthdays confrontation between Alice and Humpty Dumpty in Lewis Carroll's second textbook on the philosophy of language, they got on to more serious things. Humpty Dumpty asserted firmly that words mean exactly what their user says they mean, no more, no less. Contrarily, Alice suggested that words have definite meanings which are known beforehand by users and their audience.

Taken literally, both positions lead to difficulties. It would be impossible for Humpty Dumpty to tell Alice anything, even about his view of language, in the absence of a common starting point, while the *lingua Alicia* would be completely rigid and incapable of variation or development. This dispute has an important bearing on the subject of ideology with which the books I am reviewing are, one way or another, concerned. To press the Illustration even further, most of the authors examined play the same ingenious part as the White King's horses and men in their efforts to Bostik the egg together again.

To explain. Ideology is usually taken to mean either a mistaken picture of reality or one that is determined by particular historical circumstances. The former is what Tories accuse Labourites of, and vice verso—a kind of perverse extremism which all men of good sense can see through. The latter is what Marx said about Ricardo—his analysis of capitalist society was accurate but he could not see its place in historical development and therefore thought it eternal. Both of these views imply that, apart from ideology, there exists some other level of thought called theory or science or philosophy or whatever, and the problem is to make a clear distinction between them.

Followers of Humpty Dumpty (chiefly Mannheim) avoid the problem because for them all thought is relative, and no distinction of this kind can be made. Up to a point, this is right, but just because all systems of thought are related to their age in some vague sense, this does not mean that they cannot be understood by other ages or that they may not contain arguments that are valid over very long periods.

A third view might be suggested, that since all thought is produced by particular men in particular circumstances, the question of whether any example is ideological or not must be a question of more or less, not yes or no.

The three books in the Dent series on modern ideologies all adopt the Humpty Dumpty approach to some extent, complaining of the dangers of essentialism—broadly Alice's view. It is wrong, they all assert, to give an ideology a specific content because the beast is by its nature changeable and can never be pinned down, measured, weighed and dissected. To a certain extent, this is perfectly proper but, pressed to the extreme, it would be difficult to know where to start or finish. If they have no recognizable content, how can we tell a lump of liberalism from a slivver of socialism? The three authors promise markedly different answers.

R. N. Berki, accepting the logic of the position completely, simply refuses to put any limits on the extent of his pet. Socialism is the reigning ideological paradigm of the last 100 years, containing within itself the four tendencies which make up both the spirit of the modern world and its antithesis. These are egalitarianism, nationalism, rationalism and libertarianism. With this line up, socialism begins to look more like both sides in a tag-team wrestling contest than the greater entities which intellectual historians usually deal with.

The argument would look better if the book used the four tendencies to classify all modern ideologies, instead of claiming that they belong (there I say it) essentially to one. The rest of the book, which provides a brief history of the four tendencies, gives a useful picture of what has and does go on in the socialist world.

David Manning, in his *Liberalism*, takes a different way out. He asserts that no one author or group of authors and no one principle or set of principles can provide a definition of liberalism, but refuses to make it mean everything under the intellectual sun. Instead he operates an historical selection process. Liberalism is made up of all the major points made by all the authors claiming to be liberals and recognized by fellow liberals as such, and excludes the thought of all those not so recognized however well it may seem to fit in with those who are.

Two difficulties arise from this approach. How do we ever break into the magic circle and find a liberal in the first place? And, granted we solve that problem, does not the admission that we must select the major points of our authors imply something about the existence of a recognizably consistent system? In fact Mr Manning does not do as he threatens, and instead starts out from what he calls the symbolic form of liberalism, the principles hitherto underlying all historical examples of it. Once again, the main part of the book consists of a history of liberal ideas which are very much what one had always thought they might be.

Noel O'Sullivan takes the least extreme position in the anti-essentialist camp. For him, conservatism does have a core—it is a philosophy of imperfection—although this does not mean that it can be reduced to the writings of any one author or to any list of shared characteristics. Imperfection has been and will continue to be dealt with in an infinity of different ways. The three major conservative arguments dealt with are theocratic or moral (man cannot change his condition now and branch because it is laid down by God or some inescapable universal order), historical (human action is limited by the inevitable course of development) and anti-utopian (the constituents of human happiness simply cannot all be had at once).

Conservatism is therefore a reactive ideology seeking to prevent or limit the plans for change originated by others. As a result, it changes its form depending upon the current enemy. Throughout most of the nineteenth century, liberalism was the subversive element to be restrained. Since then, socialism has taken over and some brands of conservatism have adopted liberal positions as the best way to resist the new threat. Mr O'Sullivan's final chapter on the current crisis of conservatism is controversial in the best and most stimulating sense. His classification of F. A. Hayek, a self-proclaimed free-enterprise liberal, as a conservative is both right and wrong but before going on to see why in Hayek's own work, Martin Kitchen's *Fascism* remains to be examined.

Kitchen is a follower of Alice. He believes that, behind all the current scholarly efforts to dismiss fascism as a short-term aberration or as a name mistakenly given to a wide variety of entirely different movements lurks a real Jabberwocky which requires urgent attention if we are to sleep in our beds. The real culprit was the capitalist social system, and the function of fascism was to maintain the status quo. If so, it was extraordinarily successful in its task, for it adopted some of the best methods of self-defence.

Mr Kitchen's argument seems to come from one or other variety of madness. Unfortunately, this version is not the only external test and simply cannot be examined critically. Either you accept it or you reject it: there is no possibility of treating it like the curate's egg.

Although Friedrich Hayek has written not about all the social sciences he is best known as the most distinguished living exponent of classical liberalism. He sees as the necessary basis of a free society. The *Essays on Hayek* are mainly of one of his practical efforts to save that society. After the war, he saw the danger coming not so much from the left as from an internal moral disintegration in the West. In 1947, he therefore formed the Mont Pelerin Society with the intellectuals to operate as a focus for the development of liberal principles. The essays written by members of the society show the whole range of his influence. It is impossible to do justice to Hayek's contributors in the space available here, so that the essays are themselves fascinating and illuminate (though from a hostile position) what is probably the most creative work in Marxism.

Hayek's own book, *The Mirage of Social Justice*, second volume of a planned trilogy, proceeds with grace and economy from the extraordinarily sharp and clear intelligence which produced it. Given its assumptions, there is no question of the reader must follow where Hayek leads. His main contention is that the concept of social justice is not merely meaningless in particular cases, but is meaningless in any conceivable situation. Only human conduct can be just or unjust and judgements of right and wrong can be made only in relation to a set of rules which serve to produce a spontaneous order in society. The rules are not concerned with producing particular ends but with providing the framework within which the maximum number of the ends desired by members of society can be achieved. The rules are acceptable to all because, though their operation will lead to the disappointment of some expectations, it is impossible to predict which these will be. "Social justice" on the other hand presupposes that definite ends will be guaranteed by actions thought likely to produce them to be imposed on individuals by government. In Hayek's view, this cannot be seen as a desirable something out of which the inequalities resulting from the movements of the free society. It leads directly to the destruction of that society because it is only substance behind claims for social justice are particular interests trying to get a larger share than the just order seems to give them.

F. A. Hayek.

Seats of learning

Lord Hailsham on memories of Oxford and Cambridge

My Oxford. Edited by Ann Thwaite.
My Cambridge. Edited by Ronald Hayman.
Robson Books £4.75 each. 903895 83 8 and 903895 84 6.

It seemed a promising formula. In practice it does not come off. The idea was to get a round dozen contributors (a baker's dozen if you include the editor) to write down, in just over 10 pages each, their impressions of their own university. There is, I fancy, to be a whole series, of which these two volumes on Oxford and Cambridge respectively, are the two first. The next advertised is to be *My LSE*, a literary event to which some may look forward with apprehension.

The formula does not work because undergraduate recollections do not by themselves provide adequate material for a worthwhile book on English universities. At best they are Charley's Aunt, brought up to date with a little bawdy and watered down with a suitable infusion of class consciousness. At worst they are dull, inaccurate, name dropping, over-written and pretentious.

The two volumes produce between them one essay of outstanding distinction, by Sir Neville Mott, for some reason the only scientist in the batch of 26 authors, who contributes to the Cambridge volume. Alone of all the contributors, he paints the required picture of university life, captured, as it happens, in the Golden Age of Cambridge science. This is what is wanted, the atmosphere of excitement greeting new discoveries acclaimed by an admiring world, the contact, essential to all great university work, between the researcher at the frontier of knowledge and the undergraduate at the beginning of life, the constant cross-fertilisation between disciplines and faculties, the novelty of the freshman discovering an unaccustomed freedom, the great range of social, political, and athletic clubs, the visits from world famous figures of all kinds to be studied at close range.

Among the Cambridge contributions, I can also give high marks to the mature essay by Muriel Bradbrook, to John Velzey (the only economist in the two books), and, on a somewhat lower level, to Lord Caradon and Arianna Stassinopoulos (the only one of three or four ex-Presidents to give a convincing account of debates at the Union). But why must she exhibit semi-literacy by writing of a "venal sin" or the "apostolic succession" from a Union debating career to the Lord Chancellorship?

The superiority of the Cambridge volume is mainly due to the fact that the editor made adequate use of senior members of the university who did not need to rely solely on their undergraduate memories. Nevertheless, a one-sided effect is created by excessive levies made on the English school, and professional authors, who are not the best sources for a work of this nature. As well as the dearth of scientists (despite the Nobel laureates in biochemistry) there are no real historians, no theologians (despite Archbishops, Harry Williams, and honest to God Robinson), no Cabinet Ministers (despite Lord Butler), no classical scholars, no lawyers or industrialists, and none of the distinguished foreigners who have from time to time added to the distinction of the university. Intentionally or otherwise, there are no representatives of the social sciences.

Apart from some attractive stories of Phelps of Oriel and a strange anecdote of Richard Burton during the twilight of wartime Oxford, the Oxford volume is markedly inferior. It betrays the same faults of imbalance, and others besides, even more dismal, than its own. Two of the 12 contributors (Massey and Betjeman) went down without a degree, and Lord Boothby would certainly have suffered the same fate but for a timely conversion with Sir Lewis Namier in the Quad. Boothby puts up a polished, professional performance with a macabre twist at the end, not a wartime pose on bar students' text books of the "Torts in a Nutshell" variety, plus a few tutorials on Roman Law with Stallybrass whom he identifies clearly but for some reason does not name.

The only Oxford essay of real distinction is Jo Grimond's, who nonetheless allows his incurable dilettantism to run away with him at the end. The ubiquitous Antonia Fraser wandrobe, her climbings into college, and her flirtations. There are no scientists, no lawyers (unless one counts Mortimer), no classical scholars, no academics, no Rhodes Scholars, no representatives from the disbanded of Indian graduates, nor the influx or refugees from Nazi Germany made such an impact on the thirties. In Cambridge volume, the Oxford book contributions from theologians or from our public servants, and too many from of the English school and too many great from the history school who never became historians.

No one would imagine from the Oxford volume that Oxford, like Cambridge, is one of the greatest institutions of the world for learning and education in the world, the undiminished glories of England's vast storehouse of knowledge, literature, artistic and architectural treasures, slightly more careful research or editing would have kept Raymond Massey that Lord Chief Justice, Jeffreys, or a woman that Slingee's Chalet was in Ireland, Bob Boothby that it is highly probable that he came down from Mont Blanc this summer by way of the Mer de Glace, Grimond that the philosopher, Professor Ayer, spoiled his name without a "y".

Oxford and Cambridge are not elitist institutions. But what each devotes itself to excellence in its own way. The country is not elitist, from the Royal Guards to the Royal Society, or the Academy, from the praesidium of the Kremlin to any Communist state in Europe. Elitism is only a word invented by critics to denigrate distinction in others. Oxford and Cambridge are each sufficiently distinctive to be characterized by a fair sample of their successes and failures, by a randomized selection of what whatever their other virtues, did not understand at the time what it was.

Down with educationists

Jack Becher on curriculum planning

Curriculum Planning.
by Jack Walton and John
Lock Educational £2.75. 7062

Somebody, someday, is going to mount a campaign against educationists who perpetrate miscellaneous lists of unintelligible criteria and dazzling diagrams riddled with arrows from every direction. Until that valuable piece of philanthropy can be discharged, we shall have to doubt go on being treated to contributions like Jack Walton's introduction to this book. One of the concerns is "to prevent, for people, the rather myopic concentration on the more obvious to the exclusion of the less obvious but equally important elements in the problematical situation". Leaving aside all the taxonomics and a few diagrams, this seems to amount to a "sensible appraisal of the factors associated with the production of the future curriculum. While this developmental process includes both Skilbeck's situational analysis and, associated with this, the curriculum construction itself, the problems of implementation as hopefully foreseen must be considered simultaneously".

The following chapters are better, easier to understand, and are interesting. They are contributed in turn by the heads of a junior, a middle and a comprehensive school and by the principal of a college of education. Each describes the circumstances in which he initiated an overall review of what the institution should be like and what it should set out to do. It is not a very common situation for heads, let alone classroom teachers to find themselves in, though obviously has useful if indirect implications for the professional as a whole. These implications are not much considered by the educationist editors, who are otherwise engaged in disputing the relative validities of their respective models of the innovative process.

The trouble with real life is that it steadfastly refuses to conform to the tidy-minded requirements of the theorist. Even the four case-studies which constitute the core of this book introduce much too much variety to allow for easy generalization. The perspective adopted by William Percival, for example, in describing how he set about ensuring the survival of Charlotte Mason College, is necessarily a very wide one: it is as much concerned with politics (meetings with the governors, discussions with Lancaster University, liaison with the LEA, negotiations with the DES) and with academic reorganization as it is with thinking about courses and curricula.

In contrast, R. W. Forward, writing about the restructuring of Blue Coat Junior School in Barnstaple, and Peter Prosser, describing the evolution of Cranborne Middle School from the earlier secondary modern on the same site, concern themselves less with external pressures and more with the ways in which teachers can be encouraged to modify their attitudes and practices to allow for collaboration, and hence a less fragmented curriculum. Maurice Holt, explaining how he started up a new purpose-built comprehensive, Shoredes School in Hertfordshire, takes a different focus again. His concern is more directly with the school's educational provision as such: with the way timetables are organized and academic subjects are grouped together for the purposes of teaching and learning.

One major item of Jack Walton's editorial agenda is to demonstrate that rational curriculum planning "leads to more effective curriculum development than the more intuitive or traditional models with which we are all perhaps familiar". He also advocates an "aims/objectives model . . . to deal more efficiently with the problems of curriculum development". But as Maurice Holt persuasively points out, there is "an interplay between means and ends which stems partly from the intrinsic impossibility of specifying innumerable lists of outcomes, and partly from the nature of the teaching-learning process and the way in which teachers actually think. . . . Writing down lists of aims . . . does not mean that teachers understand necessarily, what is in mind. So much depends on the climate of talk and action: this is very much the shadowy, subjective stuff implementation is made of."

All in all, the practitioners come out of the enterprise more credibly than the theorists. The former have something of real substance to impart in their own first-hand experiences; the latter vicariously strive to impose some kind of framework on the actuality created by others. In Jack Walton's case, the result is an uneasy combination of the patronizing and the ingratiating. John Walton (whose contribution occupies only one-quarter of the editorial space) comes off rather better. However, he too is capable of the passing assertion that "the redefinition of a teacher's social identity may have costs both in terms of the self concept, and for professional standing among teachers of the same discipline"; or that "the formal social context of the learning situation is designed by teachers to produce the kind of social climate in which academic and social learning can occur".

The structure of the book is disappointingly scrappy. After the introduction and case-studies, there is a further commentary by Jock Walton, reiterating the salient points made by the case-study authors and attempting to relate these to his predetermined theme. At this stage John Walton intervenes with his rival thesis that curriculum development is a social rather than a rational process. Next, three of the four case study authors enter their comments on the debate: rightly, two of them point out that a sound interpretation cannot be guaranteed on the basis of appraising a brief case study, reading background documents and making a two-day visit to each institution concerned.

But there are still more components to come, in the shape of two uninformative appendices by Walton and Walton on the inquiry design, as well as a final piece which sets out in extense a hitherto unpublished paper by Malcolm Skilbeck. This is more prolific in meaningless lists and mindless arrowed figures than anything else I have come across. On further thoughts, I may well decide to start up that anti-educationist campaign myself.

On the operating table

David Wright reviews some recent poetry criticism

Advantage of the Lyric. Essays Feeling in Poetry. By Barbara dy.
ions Press. £5.50. 485 11162 4.
Hearings in English Poetry. By Holbrook.
on Press £5.80. 85478 493 4.

The advantage of the lyric to the critic, says Professor Hardy, "is easy access, which permits inspection of its form". Remembering the rest of us, she adds: "But the advantage of the lyric in itself as concentrated and patterned expression of feeling." This is invaluable. Follows 140 pages of useful, perceptive, and subtle analysis of poems by Donne, Clough, Hopkins, Auden (two chapters), Dylan Thomas, and the current academic fashion, Sylvia Plath.

This is not a book for those who like poetry, but for those who understand it. As an exegete, Professor Hardy is admirable. But the poems she chose for operating table dissected are so many myriad minutiae that, I confess, no speck of life remains. And I find the excessive footfle, for instance of most contemporary essays in literary criticism, Professor Hardy's appraisals derive from a definite or strongly held point of view.

Mr David Holbrook is not a critic of this kind. Rather he goes to the other extreme. With him the point of view is dominant. He is an avant-garde. Of Mr Holbrook there's no need to ask Roy Campbell's question: "But where's the beef, mate?". It's not the horse that's drawing, it's the cart and shafts.

What powers his book is moral outrage at the materialism of contemporary science and philosophy which denies meaning to existence. For him the sexual permissiveness of our time is a consequence of scientific and philosophic materialism; and he is morally outraged by its reflection in the media and contemporary literature. "On the stage and screen, continually, man is portrayed as a brute whose primary reality is his pessiveness in the face of 'forces' determining his conduct from without, and other impersonal 'forces' operating from within." So far so good, but: "The new fenotical immoralism has created an atmosphere in which sexual perversions, cruelties, and debasements of Humanities and creative symbolism are acceptable. . . . A great deal in our culture which has made 'Crow' possible has to do with sexual deviance, and the steady inversion of moral values (as by Genet, Burroughs, Tynan, etc)."

There is a case here, but Mr Holbrook doesn't make it. He overplays his hand. For instance, "Crow" is unconvincing as poetry, but not for Mr Holbrook's reasons of moral distaste. He gives Ted Hughes, Phillip Larkin, Kingsley Amis et al a terrible thumping. Sometimes deservedly; but, the trouble with Mr Holbrook is, he can't control his hobby-horse. He can't resist the temptation to invoke amotive non-sequiturs, as when he drags into the argument the award of the Queen's Gold Medal to Ted Hughes. "Can we imagine him reading 'Crow', and especially 'Song of a Phallus', to Her Majesty at Buckingham Palace?" When he raps Ezra Pound for 'insensitivity' and quotes two verses from *Mauberley*: "We have the Press for wafer/Franchise for circumcision", he remarks: "If Pound were to visit present-day circumcision of a child of eight in Turkey he would have felt very different."

He sees Eliot's pub-scene in *The Waste Land* as "a gross and malicious caricature of the sensual destructiveness of 'the people'" (en passant, what about Skelton's "Elinor Rumming"?) and goes on to say, "The savage passage is unsympathetic and inhuman (imagine it in, say, a contemporary anti-abortion pamphlet and how facile it would appear there . . .)". Eliot, declares Mr Holbrook, "ended in a strange creative denial of creativity"; Pound "had no creative theme" and his poetry is "a museum" and "continually sending us off to encyclopedias and dictionaries". But Mr Holbrook attacks the bookishness of Pound (while completely ignoring the point that the *Cantos* are also crammed with incidents and characters drawn from life) with a bookishness of his own. In almost every other paragraph he leans for support on some contemporary philosopher's or psychologist's totem. *Passim* "As Marjorie Grene says" (or Marcel, Binswanger, Buber, Frankl, Maslow).

The modern poets he approves include Edward Thomas and Thomas Hardy. Here one has no quarrel; and Mr Holbrook is very good at demolishing the Leavis-fostered myth of Hardy's "pessimism". Alas, even here the hobby-horse canters off. I am more than awed by what Mr Holbrook is able to read into Hardy's magnificent line, "The unseen waters' ejaculations save me". Here I am irresistibly reminded of Dr Thomas Bowdler, whose infallible nose for sexual innuendo has made his expurgated Shakespeare so useful to scholars in search of the bard's more recondite bawdy.

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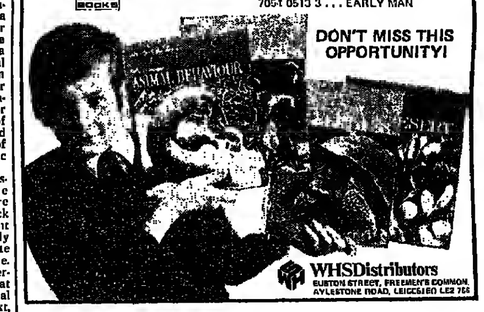

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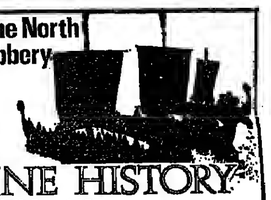

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DISCIPLINES OF THE CURRICULUM
by R. C. WHITFIELD

Although much energy has been devoted to curriculum reform over the past decade, it has been on a piecemeal basis, and this has led to a serious neglect of problems concerned with the total curriculum. Today, more than ever, as the whole educational system comes under close scrutiny from both the government and the public which it serves, it is imperative that the decisions taken about the structure of the whole curriculum should be based upon a detailed analysis of the potential value of each subject to the overall development of the 'educated person'. All too often, the curriculum is left to 'get' to the mind of the child, leaving the emergence of a meaningful pattern somewhat to chance.
The main purpose of this book is to bridge the gap between educational theory and practical curriculum design. Guidelines for total curriculum design are given and authoritative essays on the more usual school subjects have been contributed by specialists in the respective fields. This book promotes understanding between teachers of different specialist subjects and provides a more rational basis for the combination of separate subjects into a whole curriculum for general education. "R. C. Whitfield is to be commended for illuminating one of the blindspots in education in general and curriculum-development in particular . . ." Teacher

ISBN 07 094173 4 . 255pp . 9in. x 6in. . 1971 . £3.45
McGraw-Hill Book Company (UK) Limited
Maidenhead, Berkshire SL6 2QL

Structured ignorance

Robin Maconie on a new music teaching system

Time for Music: Schools Council Project "Music Education of Young Children". Directed by Arnold Bentley.
Infant Stage KB419 £36. Junior Stage KB418 £42. Teachers' Report Book £2.70.
E. J. Arnold.

The history of programmed music teaching methods in this country is a confusion of political ideology, scientific pretense and musical incompetence. The political element is embodied in a belief that all children have a right to learn music, and not just a privileged few. The scientific pretence is that children acquire musical skills in discrete and measurable stages, and can therefore be taught music in a series of matching stages. The element of incompetence has many tentacles, as we shall see, the two most obvious being an almost pathological belief in teaching method as an end in itself, and an equally pathological inability to perceive its own inconsistencies.

The German composer Carl Orff devised a music teaching system using simple percussion instruments and pentatonic modes, with the aim of extending a singing-based syllabus to incorporate performance and rudimentary composing skills. The Hungarian Kodály perfected a method extending singing from the study of culture and philosophy. Much later, with the advent of tape recorders and language laboratories, methods were devised in the United States for teaching music on an analogous basis. The three systems are not entirely compatible, though all three require specialist musical supervision. Only in Britain, one imagines, would it be possible to take the Instrumentarium of Orff, the mystique of Kodály and the method of the language laboratory, put them together and then leave the whole dreadful concoction to be administered by untrained personnel.

Time for Music, the Schools Council Project music teaching package for infants (yellow container) and stage 1 juniors (blue), are the boldest kits of their kind one is likely to encounter. Sheer size may carry a suggestion of authority, I suppose: merely unpacking one of these suitcase-sized parcels would cow many an unsuspecting teacher into believing that every contingency had been taken care of. But size as in dinosaurs, can also be an indication of the end of an evolutionary path. *Time for Music* can already be studied from this point of view as a vulnerable ammunition of a music teaching philosophy in adolescence.

There are two angles from which the series may be discussed. The first is ideological, questioning the fundamental conception of a music teaching system that satisfies the art and appreciation of music among the very young. One has a duty to debate morality, inconclusive though it may be, if only to inject a sense of wider human values into a subject too often ranconsly defended on grounds of expediency. The other angle of attack considers how and whether the teaching kit works in its own terms.

As long as the illusion is maintained that we have a shortage of primary school music teachers, it will be possible to persuade overworked head teachers that this sort of system is desirable. Each *Time for Music* kit is designed to be used by a class teacher who, initially, has no knowledge of music notation, and it contains sufficient material to last a class for a year or more. The kits are devised by a project team headed by Dr Arnold Bentley and based at the University of Reading. Materials were field tested in over 100 schools, and the Teacher's Guides in their final form are said to reflect the observations and advice of children and teachers involved.

Only the guides, note, not the materials themselves, have been influenced by consumer feedback. The implicatim that the kit was produced in direct consultation with teachers is misleading. Since guide author Iain Kendall reserves special thanks for the advice of teachers who had not taught music before, it seems that the male reserve for field testing was not to invite criticism of the series' approach to music but to seek endorsement of a method from those who, having no musical knowledge, did not know any better. The authority one is meant to presume from the statement "this programme is the outcome of the trial of materials in over 100 schools" is therefore at least doubtful, and at worst entirely spurious.

Each kit consists of sets of cards; basic sets for enclosing in plastic wallets, with which to teach a simple repertoire of time durations, and the notes of the treble stave (pitch is invariably in the treble clef, even though children have an difficulty in grasping the fact that notation is relative to the given clef and beyond that, to voice and instrument range), and further sets of cards planned as graded exercises in rhythm and melody. There are music reader cards, accompaniment cards, activity cards, cards with pictures of vehicles, farm animals and pets. It is a card indexer's dream.

Cards are rationed out to the class according to a plan embedded in a featured story which lasts the length of the course (i.e, a year or more). For infants, the Bertie Bear stories, and for stage 1 juniors, a C. S. Lewis—type mythology entitled *The Drum of Andrabag* provide a narrative continuity and, hopefully, stimulus for children to pursue practice exercises in pitch and rhythm which on their own are frankly boring. Both stories and exercises are available on cassette to be used either by the teacher or by pupils individually or in small groups. If used by the teacher for the class as a whole, each class member is going to need a glockenspiel or drum; if used by small groups or individuals some form of acoustic screening in the classroom will evidently be required. There are other difficulties.

In addition to all this, the kit also furnishes a number of games and diversions: a spinning top in two parts, made of plastic, on which note values are printed, to be used for inventing chance rhythm patterns or simply for killing time ("the one who has written down at least one of each symbol first is the winner"). A "silent metronome", also of plastic, made like a tape measure; the longer the tape is extended, the slower the beat. By far the most stimulating device in the whole kit, for instance in suggesting a relationship between pendulum length and beat frequency, its teaching potential is sadly undercapitalized.

A set of musical dominoes, made of white painted hardboard, in which the dots are replaced by note values. Players simply match minim with minim, crotchet with crotchet: there is nothing else to do. So-called "jigsaws" in which the same matching of note value with note value obtains, but no overall picture ever emerges. Inordinate fuss is made of having to teach children that a crotchet is a crotchet whether the stem goes up or down; it does not seem to have occurred to the inventors that the note head makes the duration, and that it looks the same either way up.

Clive Wolkley contributes a leaflet of musical games graded according to age and reflecting appropriate courses progress. Though his infant level games have attractive simplicity and point, those devised for upper grades become progressively more complicated and more obviously didactic and their appeal suffers; many of them in fact read like play versions of Southern tests of auditory memory.

If the courses as described give the impression of being more to monitor a child's pitch and rhythm coordination than to develop what is normally regarded as musical awareness, that would not be far off the mark.

The aims of the Schools Council research and development project, as set out by the authors, were "1. To increase understanding of how children learn music; 2. To clarify and define the aims of music education for children aged three to 11 in nursery and primary schools; 3. To produce materials for pupils and teachers to help achieve these aims".

That is to say, not to teach music to children, but to promulgate a system of teaching; not to arouse in children an awareness of the variety and meaning of music in their day-to-day lives, but to furnish teachers who do not know any better with a rigid code of practice; and not to produce materials for broadening musical awareness as much as for keeping young imaginations firmly in check. It will be argued that learning to read notation is as much a part of learning music as learning the alphabet is to developing an appreciation of poetry. That is true; however, one does not find methods of learning to read masquerading as literature courses, nor, one might add, is music reading a skill that everybody needs. It is simply the easiest and most dogmatic element to teach.

The authors will no doubt claim in response that the courses (or at least, the Junior Stage 1 course) do direct attention to the kind of music that is written by composers and played by real orchestras in concerts. From time to time, under the heading "Parallel Musical Activities" the teacher is provided with examples of music illustrating features of the story line, for example "Music that describes the dawn", "Music that describes towns", "Music about birds", and so on. But being parallel activities those listening sessions are by definition and intention optional. The music is not studied in any depth, and, indeed, it is reduced to pictorial description of deliberate superficiality. The courses do not need real music; it is there only as a distraction.

A similarly unconvincing case is made for the freedom of teacher and pupil to vary the course as it may suit. "Do not insist that imaginative children stick slavishly to the task on the card if they can invent further sensible creative activities for themselves. The really creative person is seldom good at following instructions to the letter . . . . Please feel free to depart from the scheme in whatever way seems sensible to you, while remembering the progressive nature of much of the material", says the foreword.

That is all very well, but what is a musically ignorant teacher to do but try to keep a class together on the written programme? And what does "sensible" mean if not a submitted activity that does not significantly vary the authors' rigid scheme? Such freedoms are like the impressive freedoms council tenants enjoy in high-rise flats, like the freedom to play games providing you don't disturb others, or throw yourself off the roof. The course is bound to make those teachers or pupils with any background or aptitude in music feel like outsiders. They may coexist, but they don't fit.

Now to the materials. These are by and large cheap, but badly designed. First, the tapes. Text and music end exercises have been recorded, but badly; the quality is poor, and is much improved by normal school amplification. There is a risk in the practice adopted for most playing, which follows the traditional broadcast pattern of 1. listen, 2. repeat and play along, 3. repeat, 4. silence for the pupil to play alone.

The trouble with this is that it involves frequent rewinding and frequent position; cassettes, unlike of the "special mechanism" (and I doubt that these will respond well to a lot of rewinding and stopping, even by adults). Tapes snarl, and only a cassette recorder has counters. Added to this, cassettes in these series have blank stretches; it would seem a help to record a series on unused portions to indicate they were not for use and had been inadvertently erased.

The top and metronome are idle and unlikely to last. The top is in two parts, one of which could make an offensive while the plastic tape of the metronome managed to emit a terminal ring at only an attempt at winding back. It was being careful. Note dominoes are white and will easily (and of so interest that children will be tempted to add their own notation). Most cards are glazed on one side, a few on both, but the card and again, not the most durable of materials, and easy to end tear.

I have referred to the cards all being in the treble clef; there is also inconsistency in labelling the unlabelled, shapes end proportions. Bars are sometimes thick, sometimes thin; there are no bar lines; the semibreve appears in one place as a semibreve, elsewhere as a minim without the dot of a dotted minim; the whole bar rhythm cards are small and too close to the "Creative cards", a set for the dullest role deserve special criticism. They are designed to be used with—or with—the single-rank glockenspiel, white notes only, but with removable keys. Not only the instrument make learners read music unnecessarily, but through not providing the visual guidance of the characteristic black-key pattern of alternate twos and threes, it also scope for learning sharps and flats. Pitch becomes simply a letter name and relative key.

One could go on. The cumulative effect is one of hopeless inefficiency and an obsessive preoccupation with files and regulations. Bentley, who according to the blurb believes that "music is one of the most valuable to normal thought processes", has produced some sprightly ideas in his time, but this does not keep the lot afloat.

Paperbacks

Patterns of society

Donald MacRae

Critical Sociology. Edited by Paul Connerton.
Penguin £1.50. 14 08 0966 X.
Introduction to Empirical Sociology. By R. Mayntz, K. Holm and P. Hübner.
Penguin £2.00. 14 08 0996 1.
Classes in a Capitalist Society: A Study of Contemporary Britain. By John Westergaard and Henrietta Resler.
Penguin 1.50. 14 02 1974 9.
Social Science and Public Policy. By Martin Rein.
Penguin £1.00. 14 08 0367 X.

Of these four books it is the second by Westergaard and Resler that is a true exposition, an analysis, a unalloyed investigation and therefore the one that has unique educational value, and a value to students beyond utility in helping them pass examinations. Mr Connerton's book is a very good anthology, and that in these days of rapidly xeroxed readers, is no small achievement. The book by Professor Mayntz and her colleagues is a cook book, and for those who want this particular diet there are much better collections of recipes in English already available.

The proper uses of survey research are indeed central to sociological research, but only if they are not controlled by a mechanical scientism, a positivism of quantification and a positivistic *machismo* of the kind so rightly denounced by Sir Peter Medawar. The work of Mayntz herself has often been most valuable: this volume is typical in being a kind of guide to doing research without reflexion, accumulating data without purpose and passing examinations without criticism. One could not organize and process research at any serious level with the aid of the present book, although one might fool oneself and others that this was what one was doing. This is a redundant book; its implicit definition of the empirical reality limits distorts sociological knowledge.

It is time to ask what "critical sociology" — the revisionist Marxism of the revived Frankfurt school—has in fact given us. In the early sixties I was impressed. The editorial survivals that I had encountered a decade earlier in Frankfurt seemed to have given way to a new promise for German humanistic sociology. Now I am not so sure. I am no Marxist, but certainly one must learn from such Marxists. For example, in Britain only sociological idiots do not take Mr Perry Anderson seriously. Paul Connerton has done a fine job of translating and choosing his readings. I would have wished that his bibliography was more up to date: more is now translated, notably the volume on the "positivism dispute" published by Heinemann, that he suggests. But that apparently the "critical sociology" has run out of steam in our philistine seventies this anthology does suggest. What has been lacking in Frankfurt is that historical culture without which no serious sociology can operate. Its absence is one of the sources of arid scholasticism, of sociology as an inferior substitute for epistemology. Alas, I cannot see this good book, if only for reasons of intrinsic difficulty, being much used in the conduct of education while Mayntz et al will no doubt be exploited for the mechanical setting and marking of examinations. This anthology both concentrates and extends the sociological imagination.

Westergaard and Resler return us to the obviously empirical, but at a level far above that of Mayntz by Westergaard and Resler that is a true exposition, an analysis, a unalloyed investigation and therefore the one that has unique educational value, and a value to students beyond utility in helping them pass examinations. Mr Connerton's book is a very good anthology, and that in these days of rapidly xeroxed readers, is no small achievement. The book by Professor Mayntz and her colleagues is a cook book, and for those who want this particular diet there are much better collections of recipes in English already available.

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Hearts of darkness

Rowland Berry on child crime

Child of a System. By Neela Arden. Quartet Books £3.95. 7043 3136 3.
The Deadly Innocents. By Muriel Gardiner.
Hogarth Press £5.50. 7012 0426 5.

These two books are about disturbed young people, the events which supposedly shaped their lives, and the revenge which society sought. One is by a psychoanalyst, the other by a patient, and both have a narrative style. Both, while attempting to cut the evils in "society", actually show us more about the evil in people.

Child of a System is the appalling story of a child who experienced being in care from the age of two, and who was permanently in custody from the age of 10 until she was [illegible] as a [illegible]. Neela Arden blames the electroshock she was given for the patchy memory which is so apparent in her autobiography. It is shameful that young girls, or indeed any patients, should have been given ECT (which is a treatment for depression) to sedate and control, and even to punish them. This can still happen.

This book illustrates how much control can be exerted by individuals—nurses, prison officers and others who actually run institutions, regardless of the presence of highly qualified superiors who nominally control them.

Unfortunately it is not only the author's memory which is patchy. The prose is uneven, now in the style of a breathless child, then as a reflective adult; sometimes stilted, at others vernacular. Because of this, and the lack of insight, one fails to find the real person. There should be a companion volume, perhaps written by one of the "screws".

The Deadly Innocents is written by an analyst who has firmly resisted the temptation to make interpretations. Here are the case-histories of 10 young people who committed murder, and the sale of their subsequent lives in penal institutions. They are all written with simplicity and compassion; their forceful ness is enhanced by the lack of sensationalism.

These anecdotes, however, do not explain why young people may commit murder—at least not why some kill, and others, with equal provocation, do not. Into mental health and child-care professionals who read this book will have encountered many similar and equally harrowing stories. Such adverse backgrounds are all too common in those who land up in prison—and in quite a few who do not.

The author illustrates how some murders, apparently premeditated or even motiveless, can yet be crimes of passion. She also describes in each case the response to imprisonment. Dr Gardiner's candidly so advocate of prison, for example, she gives an impression of her attitude—American though she is.

She is clearly a very sympathetic interviewer, perhaps because she was the researcher rather than therapist of these killers. She lets us know her findings. Because we are saddened by the wasted lives, the force of the writing is such that the reader can identify with the author, must also have been their crimes are as much victims as explained.

These books pose questions rather than answer them; neither are visible prescriptions for the future, they criticize. Perhaps their answers. Perhaps people should be nicer to one another.

Motive forces

John Rowan

How do we choose?. By Mary Tuck.
Psychology and the Environment. By Terence Lee.
McGraw Essential Psychology Series 300 each. 416 8300 X and 81920 6.

Those are the two final books—and two of the best—in an uneven, but, on the whole, worthwhile series.

Mary Tuck has taken a difficult assignment—writing the one on consumer psychology—and made out of it a small classic on one of the basic questions in psychology, the problem of motivation. Why do we do things? Why do we do this rather than that? This is a book which could be read with profit by anyone who is interested in what motivates people—in schools, in colleges, in places of work or whatever.

She does a certain amount of gratuitous coat-trailing on the philosophy of science, espousing the views of the dreadful Karl Popper, but this can easily be skipped by those with other views. Her main contribution is to lay out the Fishbein expectancy-value of motivation with great succinctness and force. This is a good theory not, as she thinks, because it is more scientific than others, but because it is more useful than others. It shows how basic our values are to any explanation or prediction of our actions.

Terence Lee's book is also of absorbing interest, though less technically sophisticated than the other one. It demonstrates many of the ways in which buildings affect the human beings who have to live or work in them, with particular attention paid to houses, schools and hospitals. Researchers will find on pages 61-64 an excellent compendium of measurement methods, and the remarks on schools are valuable, particularly the notes on travelling to school and the reminder that children's inner representation of space may be quite different to the adult's understanding of it.

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Britain in time and space

Andrew Currie on politics and law

Modern Britain. By John Irwin. Allen and Unwin £4.25. 04 301079 2. £2.75. 04 301080 6.

Introduction to British Politics (second edition). By P. J. Modgwick. Hutchinson £2.95. 09 127501 6.

It is fashionable nowadays to decry political studies which seem based on institutions as sterile, and to applaud those which deal more obviously with current issues. Yet if the object of such study is to help and encourage the growing citizen to participate in governmental processes, it does seem necessary that he learns something of the arenas in which the struggles take place.

Mr Irwin has written a short descriptive account of some aspects of British life. The narrative is clear and up to date and remarkably free from significant error. No doubt he has had in mind the special needs of foreign readers: but a place could be found for the book among younger secondary school pupils, or even among the youngest students (perhaps of crafts) in colleges of further education. The topics covered include government both central and local, administration of justice, industry, social services and education, communications media, and religion: and the place of Britain in time and space is set out. A very good bibliography is appended which will no doubt benefit teachers in particular. The young reader can turn to this book with confidence.

Mr Madgwick's very good book is now in a second edition, but it is for an older reader, probably at A level or even at university. It is not a text book in the ordinary sense: although it may be read independently with profit, it is better to use it in company with other texts if the academic study of politics is the aim. The three main topics covered after a general introduction, are the Executive—both ministerial and civil service—the House of Commons, and representation. This last part deals with parties, elections, pressure groups and public opinion, and communications.

The supplementary reading is suitable and extensive, and a separate list of the works referred to in the text is added. Each chapter has its own useful selection of exercises with comment. Not unreasonably, the author has been selective and hence some may share his own regret that such matters as European integration and devolution have not been more fully explored: and he is quite frank as to his institutional approach. But perhaps this is no bad thing: one develops sometimes an uneasy fear that unfortunate legislative changes take place because the institutions have allowed themselves to become so ineffective as to be impotent to cha fece of some momentum. One might feel, for example, that entry into the EEC had become inevitable whether or not the step were welcome. The machine has to be understood so that it may be adapted not only to secure proper political ends, but also to prevent some abuse of power.

The earlier arrangement is preserved: brief exposition supplemented by short extracts from memoirs, diaries, biographies, text books, official documents and other sources: the appearance is improved. Students and teachers will still find it acceptable.

Modern Employment Law. By Michael Whincup. Heinemann £3.50. 434 92242 0.

This is a useful guide to the intricacies of those branches of law which affect employees. It deals with union membership, the contract of employment, loss of employment, employers' liability—both generally and in the matter of health and safety at work—occupiers' liability, industrial injury insurance, damages as a remedy, and possible defences to actions. The author's hope that personnel management officers and union officers (no less than law students) will find the book useful is well founded; although, of course, the last of these especially, will normally have to supplement its pages. One's main reservation—as an academic lawyer—is that a really adequate understanding of any branch of law is virtually impossible if it be undertaken in isolation; an author may find the dilemma of deciding what to leave out an inescapable one.

Mr Whincup's exposition of the law is well illustrated from the cases. Difficulties are not glossed over lightly, and the task of reconciling apparently contradictory judgments is not shirked. What is apposite, a personal opinion offered, eg, the plight of the accident victim when no legal fault falls upon someone else, is highlighted. It is in the areas in which are usually studied advance that one would hope for fuller treatment, or at the least, adequate references to go on the law of contract and negligence. Thus it does not seem clear that there is no requirement that a contract of employment be written: "lump" might have been fully explained: the idea of contractual restraints, the nature of injunction and the new law on spent convictions are also worthy of short treatment.

In recent years, the statutory requirement that ane's motor vehicle passengers be insured seems make *Birch v Thomas* of doubtful authority at least: and the Defective Premises Act, 1972 might have been mentioned. That these are probably matters of detail which fall more properly within the provinces of law is no doubt true: yet they underlie the proposed above, and perhaps remind us that today's classification of law is not sacrosanct.

Children's literature

Scientific minds

Martin Booth

Time Piper. By Della Huddy. Hamilton £3.50. 241 89530 8.

Sweetwater. By Laurence Yep. Faber £3.20. 571 10863 6.

Time Trap. By Nicholas Fisk. Gollancz £2.95. 575 02195 0.

The role of science fiction in the teaching of English is a much misunderstood and misused one and its potential remains largely untapped. A quick look at the contents pages of most of the current teaching source books and anthologies shows a dearth of science fiction material; editorial tend, on the whole, to lean towards either sheer fantasy, or "realistic" fiction, outside the realms of non-fiction and poetry. The *Penguin English Project* has had some sci-fi in the books but, even there, it has largely been given a miss.

Since in the secondary levels of English teaching, pupils today come rapidly and deeply into a curriculum that has a heavy leading towards technology, the potential is indeed enormous. Marry the scientific knowledge of the average 13-year-old to his expanding imagination, and one has a tool for extending that imagination way beyond any so far in the English teacher's toolkit.

To a far greater extent, of course, this is exactly what the authors of these three books have been doing: either they have based their fantasy upon their own limited scientific knowledge which ceased on leaving school, or they have worked within the frame of reference of their readers, the 12 to early 15-year-olds.

The first book, *Time Piper*, is a science fiction similar in some ways to *The Owl Service*. A medieval legend mingles with the tale of the love of a twentieth-century teenage boy for a strange and mysterious girl from his village, against the background of a science laboratory. The story is slow to kick up tempo, but once it does so the pace is maintained up to a fine climax.

Sweetwater goes way beyond the contemporary world to the planet Harmony and the segregated human colony who live alongside the seldom-seen Locals, the Argous. This book has all the ingredients of science fantasy and yet they are formed into a myth substantial enough to investigate personal problems and realisations.

Unlike the first two books which seek to go deeper than simply to tell a tale, *Time Trap* is a good story, no more, no less, set 100 years ahead in a world of ephemeral television and universal boredom, fought again by Dann and "the eccentric Uncle Lipton, a failed Galactic pilot".

Ways of living

John Gretton

The Protestant Ethic and the Spirit of Capitalism. By Max Weber, with a new introduction by Anthony Giddens. Allen and Unwin £6.50. 04 331068 0. £2.95. 331069 9.

Capitalism, Socialism and Democracy. By Joseph A. Schumpeter, with a new introduction by Tom Bottomore. Allen and Unwin £8.00. 04 335031 3. £3.95. 335032 1.

Why read—or re-read—Weber and Schumpeter? Because they are probably the only two non-Marxist thinkers who have come anywhere near matching Marx himself in depth and range of scholarship. Writing, in Weber's case, at the turn of the century, in Schumpeter's 40 years later, neither liked what they saw around them much more than they liked Marxism. They were not in the business of producing recipes for change. But their combination of historical, political, sociological and economic analysis was first rate.

So these two re-editions are thoroughly welcome. But there is no way a student or casual reader could get a hint of why they are welcome from the introductions by Anthony Giddens (Weber) and Tom Bottomore (Schumpeter). Apart from a rather grudging last paragraph by Bottomore, both academics seem to have been more concerned to write point-scoring reviews of the original than to introduce seminal works to a fresh generation of readers.

Weber's most lasting contribution was probably not this work, but his analysis of bureaucracies—the beginnings of the theory of organizations—which has become part of every social scientist's baggage. But even if he got some of the connexions wrong, a great deal of what he had to say both about the protestant ethic and about capitalism is pertinent and stimulating. Schumpeter, whose analysis of the way democracy seems to work set generations of American political scientists thinking about élites competing for power, has perhaps more immediate relevance.

Take his postscript, written in 1946, on this Attlee government: "But the real problem is labour. Unless socialization is to spell economic breakdown, a socializing government cannot possibly tolerate present trade-union practice. . . . A government that means to socialize to any great extent, will have to socialize trade unions." We are getting further than ever from home base on that one.

A la recherche

Theses and Dissertations as information sources. By Donald Davies. (Clive Bingley/Linnet Books £1.50. 208 01539 6) is a useful (but incomprehensive) guide to the bibliography of theses, access to them and thesis preparation for the benefit of librarians.

If you can bear with the American emphasis, if you can survive the depressing chapter on research in progress ("the problem of defining work in progress is formidable insoluble") until if you can survive the somewhat dry approach of the chapter on "the nature and purposes of theses", then you will be rewarded by being able to take a few short cuts in your investigations via the many useful references scattered at the end of each chapter.

Review letter

Sir,—It is always a source of amazement to me that you employ informed critics to do your reviews. I refer to the criticism by Norman Stone of Grant and *Illustrated Companion to Hitler's History*, which is one of the most intelligent and beautifully produced books ever made. I would forgive a correspondent if I knew for certain he had lived through the Battle of Britain in some safe area, but to be told because most of the German aircraft used were bombers" and hence accounted in what was essentially a fighter-battle" is the greatest lie since "Pontius was a pilot".

At Fighter Command our aircraft were launched into the air to prevent the bombers wreaking havoc on shipping, rather stations, installations and cities; and the people who lived under that threat would consider that they should "count" the bombers. However, to the point, let him go into the Ministry Archives—I am sure he would give him every facility—or, alternatively, if this research is too much, let him borrow Frank Mason's *Battle over Britain*, 1968, and study there the Combat Missions and see set out on a day to day basis the work out for himself the proportion of combats against German bomber aircraft compared with fighters and he will note that the proportion is about 45 per cent to 55 per cent. If he goes up with a page—and do will—where the daily combats show a preponderance of fighter combats, let him pause a moment and work out whether the fighters were carrying bombs.

Incidentally, what is the matter with a "certain vestigial patriotism"? Do you know that is what the Battle of Britain was about and that is why the members of the former Belgian Air Force came to this country to help defend it, because we felt that we were patriotic and believed in freedom? I think we were wrong, and your correspondent remember that existence and livelihood now is due to because my companions and I shot down and elected, Will Rogers would have had to invent him and Orson Welles write the script.

E. W. SOCKETT,
20 Langdon Road,
Wasterhope, Newcastle upon Tyne.

Pooh hums

"Wherever I am, there's always Pooh"—and the latest piece of Pooh merchandise is *The Pooh Song Book* (Methuen £2.50. 416 85060 X), 15 of the 67 settings of Milne's poems by H. Fraser-Simson, originally heard in the drawing rooms of the late twenties and now every bit as slaggable in the playgroup of the seventies.

The felicitous piano accompaniments glide under the fingers, but there are now added guitar chords for teachers and fond parents lacking a keyboard. From the rumbustious "Three Cheers for Pooh" to the lyrical "Coolestum Pie" (to be played "Wonderingly") there is enough invention to give a timely new ring to those now-oh-so-familiar words; the matching of verbal to musical phrase is so effortless, the melodies so memorable without being banal, that this must surely be the best Pooh accessory on the market at the moment. You'll be humming with Pooh long after you're sated with all that honey cake.

Hilary Finch

Henry Ford to Al Capone

Tony Howarth

Brother, Can You Spare A Dime? By Susan Winslow. Paddington Press £3.50. 8467 0139 1.

What Susan Winslow calls an "illustrated documentary" covers the period from 1920 to 1941, from the end of what Will Rogers called the "financial drunk" of the twenties to the day when the Japanese underwrote America's recovery from the Depression by bombing Pearl Harbour.

Brother Can You Spare A Dime? is a model of its kind. Its 160 pages of photographs and text make compulsive reading—like all good oral history. There is no commentary: the words and pictures of the times are left to explain themselves. As a result, the ironies are sometimes too heavy and the contrasts too glib; for example, between Hoover's choicer banalities and photos of men without hope in soup-kitchen queues.

The range of the book—from the BEF (Bonus Expeditionary Force) march on Washington, through Lindbergh, Pretty Boy Floyd, Scott Fitzgerald, Huey Long, and the now beguiling megalomaniacs of Hollywood, to the America First Committee and the sick antics of the German-American Bund—cannot disarm that criticism, but it does make for entertainment.

Al Capone is cast as homespun philosopher, with short treatises on war and the harmful effects of gangster films on youth; while, in contrast, Henry Ford appears only as his incomparably inconsistent self. One man draws it all together—the impenetrable Roosevelt, smiling as he deals from his new deck. One sometimes feels that if FDR had not been born, crippled, nominated and elected, Will Rogers would have had to invent him and Orson Welles write the script.

Things wise and wonderful

Harold Appleton

Institute of Biology's Studies in Biology:
No 63 Homeostasis. By R. N. Hardy. £2.80 and £1.40.
No 67 Animal Asymmetry. By A. C. Neville. £2.60 and £1.30.
No 69 Genetics and Adaptation. By E. B. Ford. £2.60 and £1.30.
No 70 Population and Cytogenetics. By B. John. £3.00 and £1.50.
No 71 Biology of Locusts. By R. F. Chapman. £2.80 and £1.40.
Edward Arnold.

Teachers of biology at A level and above will doubtless already be familiar with this valuable series of monographs. These recent arrivals reach the same high standard of production and will help both teachers and students keep abreast of modern research.

Most of the titles are self-explanatory, but three of them need some amplification. *Population and Cytogenetics* is more suitable for teachers as this material is rather detailed and advanced. *Biology of Locusts* does not deal with anatomy, which is dealt with adequately in many books. It describes the natural history, flight, migration, population fluctuation and methods of control. An interesting section is devoted to the solitary and gregarious phases.

Animal Asymmetry is unusual and most interesting. It starts from micro-image compounds of carbon and helical macromolecules, and asks how we can build bilateral symmetry with asymmetrical components. Asymmetry is described as it appears in all sections of the animal kingdom, and in the development of the egg. Asymmetry in behaviour sounds an unlikely topic, as does "spiral movements in man and other animals", yet they are given a complete chapter.

Synopses of the British fauna. (New series.)
No 6 British land snails. By R. A. Cameron and H. Redfern. £1.90.
No 7 British Cumaceans. By N. Jones. £1.90.
No 9 British Tardigrades. By C. Morgan. £2.50.
Published by Academic Press for the Linnean Society.

These monographs are produced by specialists for the benefit of zoologists. Although only one is about a popularly recognizable group of animals, all the creatures described live in and around Britain. All the studies can be used, at least in parts, by good A level biologists doing field work or ecological surveys as part of their practical work.

Land snails fills an important gap in the literature. The only other key, by Ellis, is long out of print. The key in this work relies, in some parts, on dissection of the specimen, but the families and species are well illustrated by line drawings and descriptions. This is a more tedious method of identification but is still possible.

Cumaceans are small crustacea found burrowing in sandy and muddy beaches around our shores. They are prawn-like creatures, easily collected and preserved. The book has both keys and well-illustrated descriptions of the various genera and species.

Tardigrades or water-bears are found in the soil, in the surface water of mosses and liverworts and in mud of ponds. They vary from 1/20mm to just over 1mm long. This book describes their anatomy and natural history, and provides keys and well-illustrated descriptions of species.

The Bodley Head New Biologies:
Tortoises and Turtles. By J. N. Cloudsley-Thompson. £1.95. 0 370 10797 7.
Owls. By Clive Catchpole. £1.75. 10802 7.

While most reptiles are viewed with varying degrees of abhorrence by many people, the tortoise family is usually accepted quite readily. The large, ungainly shells and quaint inmates endear them to young and old alike. The author of *Tortoises and Turtles* describes the wide range of species inhabiting land, sea and fresh-water, and singles out some of the 200 species for special attention.

He describes the shells, feeding and reproductive habits and ends with a brief chapter on keeping them safely and healthily as pets. This latter item is given but grudging approval, since many species risk extinction by overhunting. This is a well written book, attractively illustrated and suitable for upper primary to secondary pupils.

Owls is Dr Catchpole's second book in this series; *Birds of Prey that hunt by day* is the companion volume. After dealing with the form and habits of the group in general (and the reason for excluding them from the previous work) the author describes various groups and some of their more interesting species. He illustrates the adaptation of various species to many different habitats and forms of feeding. This beautifully illustrated book is suitable for any age range from upper primary level.

Hunt for honey

The Complete Handbook of Beekeeping. By H. Mace. New revised edition by Owen Meyer. Ward Lock £4.95. 7063 1615 0.

Honey, we are told, is "the sweetest and most natural food"; for little cost even a single hive can produce up to 100lb of honey. And bees are kept successfully in Waterloo station and Pentonville Prison. This book, written in a pleasant, easy style, deals with types of bees, their anatomy and diseases; it moves from hive management and honey collection to the extraction and use of the honey in several interesting recipes.

The author, describing the various types of hives, states that diagrams for making standard hives are somewhat difficult to obtain. He gives a sketchy account of the method of making a W.B.C. Brood chamber and, from my experience of hive making, I would hate to work from it. A few simple diagrams with dimensions would have enabled any reasonable amateur carpenter to make complete hives at relatively little cost. It is, after all, the most expensive item in the beginner's equipment.

I am glad that the author does not favour the use of gloves, as glove wearers are prone to rely on their protection, rather than developing a delicate touch. But the photographs of the astronaut-like beekeepers' clothes are not as helpful as they could be; rolled-up shirt-sleeves leave no freer of movement, and affords no places for bees to become trapped—and consequently sting. It is also useful to tuck trousers into socks for bees love to crawl upwards into dark places.

I cannot help feeling that the beekeeper does not understand the ecology of bees if he uses vast quantities of smoke to "subdue" them, or suggests the use of the smoker to drive a swarm upwards into a box. They are woodland creatures and a very little smoke suggests a forest fire, so they eat as much honey as possible ready to move away. When they are well fed they are peaceful. A swarm is in this condition, so smoke can only cause panic.

It is a pity to perpetuate some of these bad habits of the older generations of beekeepers, but the book on the whole will be interesting and informative for the beginner, and a useful work of reference for the more expert beekeeper.

H.W.A.

Herbal hints

Medicinal Plants. By Professor Hans Flück. Faulkham £2.95. 572 00901 8.

The neat rows of bottled drugs and patent medicines emplied with the antiseptic atmosphere of a modern pharmacy seem far removed from the hedgerow and the garden. And yet this is really where it all started.

There are many popular in various museums which show that, while the ancient Egyptians had little knowledge of scientific botany, they had a practical knowledge of the uses of plants. It may be easier today to buy drugs rather than to process them for oneself, but there must be many people who still either cultivate or collect medicinal plants, and this book will be fascinating for them.

Each plant is beautifully drawn in colour and fully described, its constituents, action and usage being fully set out with warnings where necessary. Many of the plants described are commonly known for their medicinal properties, but it will probably come as a surprise to read that the base of a fine lawn, Couchgrass, has use as a medicine and that Sundew yields a tincture for coughs.

R.C.V.

A world stranger than fiction

R. C. Vernon

The World You Never See. Insect Life. By Theodore Rolando. Rotwinkle.
Underwater Life. By Peter Parks. Hamlyn. £2.95 each. 600 03445 and 03366 5.
Photographing Nature. By Claude Nordsieck and Marie Percanou. Kaye and Ward £6.75. 7182 1138 3.
Using the Microscope. By Jean Imle. A. and C. Black £1.75. 71361620 X.

Insect Life and *Underwater Life* are not only collections of beautiful photographs; the pictures are supported by an admirably written and scientifically accurate text.

Photographs of small objects require not only a knowledge of the animals and plants themselves but also considerable skill in devising and using complicated equipment, and it is clear that the zoologists who work in Oxford Scientific Films (the company from which these books have come) possess these skills.

Photographing Nature, too, is full of truly remarkable colour photographs of plants and small animals. Written by a French husband and wife team, the great value of this book to the field naturalist is that all the photographic technical data is given, making it a useful photographic manual and book of reference.

Using the Microscope is a useful and clearly written book, which confines itself to the simple facts of the technique of handling the instrument and also gives clear instructions for preparing material for examination.

The author has skilfully explained the use of the accessory lenses and the permutations of magnifications possible without becoming lost in the mathematics of the optics concerned; at this stage the student is more concerned with the effect than the cause.

A few copies of this book in every laboratory could save time and lower the risk of damage in learning about such a valuable piece of equipment.

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This week in the T·L·S
Christopher Isherwood's memoirs
* * *
Jesus from scripture to screen
* * *
The uomasking of Harry Stack Sullivan
* * *
Ezra Pound's Italy and two early poems
* * *
Leonardo da Vinci and music
THE TIMES LITERARY SUPPLEMENT
ON SALE NOW AT NEWSAGENTS

The Fire-fighters. By T. K. Butcher. Batsford. Post-into-present series £2.95. 7134 3279 9.

This latest addition to a remarkably consistent series is well up to standard. It is little more of a scrapbook and less a basis for discussion than some others, but that is inherent in the subject. The standard of production is as high as ever, and there are even some little-known illustrations of such familiar events as the Fire of London and The Blitz. The first section, "Beginnings", is particularly interesting.

Cecilia Gordon

Among this week's contributors:

Tony Becher is Professor of education at Sussex University.
Rowland Berry is a consultant psychiatrist specialising in work with young people.
Andrew Currie lectures in law at Durham Technical College.
Donald MacRae is Professor of sociology at the London School of Economics.
David Wright has edited the *Penguin Book of Everyday Verse*.

Anti-social lives of arthropods

John Barker reviews two films on insect life

Social Insects
15 minutes 16mm sound, colour. 1976.
Water Insects
14 minutes 16mm sound, colour. 1977.
Available on sale from Boulton-Hawker Films Ltd., Hadleigh, Suffolk IP7 5BG, or on hire from National Audio Visual Aids Film Library, Paxton Place, Gipsy Road, London SE27 9SR.

"Social Insects" starts by stating that very few insects are, in fact, social; most only seek out others of their kind to breed. Some insects, such as goats, are gregarious for only part of their life cycle, while others, such as aphids, may be found together because of the presence of their food supply.

The film then explores the life of the honey bee. It shows the development of a worker bee from an egg to the adult stage, and the various tasks of the workers. The newly emerged worker is said to "gather strength" for its short life, although this is more likely a process of continuing maturation or associated with the division of labour within the colony. The collection of nectar and pollen is shown. A fascinating sequence clearly illustrates the form of the bee dance on the surface of the comb.

The social life of the wasp includes the construction of a wasp nest and an interesting sequence of a queen wasp starting the first cells of the colony in which she will lay eggs, and from which adults will develop and continue the growth of the colony through the summer. Worker wasps, filmed in slow motion, are seen exchanging food.

The third social insect illustrated is the ant. Like the others, the queen spends her life having eggs for the colony. A sequence shows the interrelationship between ants and aphids; the former are seen collecting honey dew from their associate aphids.

Finally, we see the social life of the termite. The point is made that these insects are not closely related to the other three types. The construction of a large termite colony is described. There is a closeup sequence of the queen laying eggs, which are immediately carried away by workers to another part of the colony, where they are incubated.

The photography throughout the film is of a good standard; the commentary is not rushed and makes the teaching points with care. More could perhaps have been made of the advantages of a social life to insects, and also the ways in which a colony is maintained and individuals recognized.

The second film looks first at insects, such as pond-skaters, which live on the surface of the water. The importance of surface tension to maintain their position is clearly demonstrated when detergent is added to the water and the skaters sink. The film moves on to semi-aquatics which can live under the surface, but need contact with the atmosphere for gaseous exchange. The great water beetle, Dytiscus and Notonecta, a water boatman, are shown, as is Nepa, the water scorpion.

Insects which are entirely aquatic are also illustrated. They are in the juvenile stages of insect life, the adult forms of which are aerial or terrestrial. Some, like the mayfly, have a very long aquatic life and a very short adult existence. Juvenile forms include stonefly and caddis as well as fly larvae and dragonfly nymphs. The impression is given that all caddis build a case, thus neglecting the caseless species.

The film shows the adaptations of the dragonfly nymph but unfortunately the mask in the act of securing prey. A long sequence shows the process of the final moult of a nymph into the adult dragonfly. Damsel and mayfly nymphs and adults are also shown. It is a pity that more stress is not laid on the adaptations of insects to their aquatic life, as, for example, in the structure of the limbs of stream-living mayfly and stonefly nymph, which enable them to crawl upstream against the current.

Photography is generally clear but, in some underwater shots the sides of a glass tank seem to be clouded with algal growth, which reduces resolution.

Both films have teaching notes which, besides giving a copy of the commentary, are concise and well written, and include a short bibliography.

Top: a still from "Water Insects" showing a Great Diving Beetle; below: a still from "Social Insects" showing a honey bee on apple blossom.

In the steps of Darwin

by John Barker

The Ideas of Charles Darwin
Single frame film strip, two reel audio tapes and teacher's notes
79TTF116 £10.50.
Filmstrip and part one tape 79TT1161 £7.30, part two tape 79TT1161 £3.20. Educational Audio Visual, Butterley Street, Leeds LS10 3YY.

The objectives of this material are to provide students with the basic ideas from which Darwin developed his theory; to estimate the nature and scope of the intellectual crisis that the theory brought about; and to raise questions on the social implications and on the difficulties of challenging popular beliefs.

The colour film strip is of 90 frames and part one of the tape, which goes with it, lasts 19½ minutes. The introduction is of a reading from relevant sections of Genesis against appropriate visuals. The story of Darwin's discoveries is then unfolded, as well as his early life. It is encouraging to see pictures of the young Darwin and not only the bearded old man that most publications show.

The major section of the film strip is concerned with the voyage of the Beagle; the nature of the evidence that Darwin observed and the interpretation that he developed from it. Much is naturally made of the Galapagos Islands and especially of the finches present there. Here, however, "survival of the fittest" has been confused with adaptation to ecological niches. It is not correct to state: "on islands where nuts and seeds were more readily available large-beaked finches emerged as the fittest". The birds had adopted to different varieties of food and were not therefore engaged in a direct struggle for survival between the different species.

At various points frames show an accumulating summary of the steps in the development of Darwin's theory. These provide useful points to stop the tape and to discuss the evidence so far presented. The sound commentary is clear and makes use of a variety of voices and, at appropriate points, music. The tape ends with a recital of four apt verses of Tennyson's "In Memoriam."

There are a few errors in the material: a frog hopper is incorrectly identified as a tree frog; marine iguanas cannot be "indistinguishable from the rocks on which they live" and sea creatures probably did not give rise to amphibians.

The second tape provides a simulation of two famous events in the history of evolutionary theory. The first is the Oxford Debate in June, 1860. It was during this debate that the clash between Bishop Wilberforce and T. H. Huxley took place. The teacher's notes should make it clear, first, that there is no precise and detailed record of speeches and events at that confrontation and, secondly, that it is an abridged version of the proceedings. Thus, for example, Huxley certainly made a detailed refutation of the scientific evidence put forward by the Bishop and showed that his knowledge of Darwin's work was superficial.

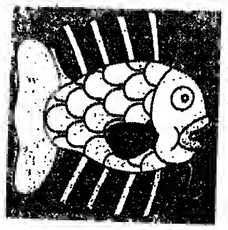
The second part of the tape is a reconstruction of episodes from the "monkey" trial at Dayton, Tennessee in 1925. As a result of this trial, the defendant J. T. Scopes was accused of teaching evolution and fined $100. Both parts are well recorded, although the first does not really provide an aural impression of the excitement that the Oxford debate undoubtedly engendered among the audience.

The teacher's notes include, besides the complete tape commentaries, additional notes on the Victorian scene and on the Scopes trial. It also explores the advent of Social Darwinism and provides a series of statements for the class to explore in terms of such a concept. A short bibliography is provided.

The teaching of evolution and the interpretation of Genesis are still live issues. This is particularly true in the United States, where a number of important cases have recently been brought to court. This material provides some very useful background that would be valuable not only in general and social study courses at sixth form level, but, perhaps, even more so in biology because it brings out the interaction between science and society.

Feelings and actions pictured in words

by E. M. Matterson



Pictures for Words £2.30.
Books for Words £1.30.
Inner London Education Authority, Media Resources Centre, Highbury Station Road, Islington, London, N1.

One of the difficulties of encouraging young children in "free writing" in the classroom lies in producing the self help material that enables a child to find the words he need without the frustration of having to wait for the teacher to provide them. It is relatively easy to find material to illustrate nouns varying from capitoned pictures to picture dictionaries. Many teachers make their own material as it is needed. The area of "doing" and "feeling" words has always been difficult to illustrate. Pictures for Words—a pack of 48 pictures with a nicely produced teachers' notes booklet (to split of a disconcerting spelling mistake on one of the illustrations) —has been devised by a team of teachers and advisers at the ILEA Media Resources Centre to try to fill this particular gap.

The words illustrated have been selected for the frequency with which young children tend to use them spontaneously in free writing. Some examples are think, frightened, naughty, lose, make, buy. One of the obvious drawbacks of producing such illustrations is that any picture can suggest various words and meanings to different individuals. In an attempt to overcome this all the pictures were tried out with groups of school children of the relevant age and redesigned until at least the majority of children found them explicit. Obviously some discussion and interpretation between teacher and group would be useful before the pictures were made available for the children to use alone.

Each drawing is produced in two colours although several different colours are used in the complete set. While racial characteristics are not over emphasized there is some indication of children of different race and colour. Each picture is produced on good-quality cartridge weight paper approximately eight inches square. The only script is a suggested word on the reverse side so that the pictures can be mounted and used as appropriate to each group or classroom. The booklet suggests various methods.

Books for Words is a second similar booklet which was a natural follow-up to the work carried out to produce *Pictures for Words*. It lists books such as ABCs, word books, dictionaries, and information books useful for language work in the classroom. Information regarding publishers, cost at the time the booklet was compiled, a short comment on style and in what area that would be useful is included together with some reproductions of illustrations. There are also some short sensible suggestions on allied activities such as organizing material and group activities. At £1.30 (including postage and packing) *this booklet* is a brief but *useful* guide through the vast amount of material offered by publishers.

Schools and staff within ILEA have an extra advantage in that they can order both items at a subsidized price.

TALKBACK

Don't shout—teach

A. F. Day

One of the gaps in Neville Bennett's well-publicized research on teaching styles relates to what pupils feel about the classroom behaviour of their teachers. Is it not possible that attainment in "core" subjects such as English and maths is as much affected by the way pupils relate to teachers, as by the more conventional variables of home background, teaching method, size of class, type of school, and so on? A small piece of research carried out at the end of last summer term provides some support for this view.

Children in four primary schools in a largely rural authority were given a list of 10 statements about teachers. The list was handed out by myself, and one teacher in each of the other three schools, all of us being responsible for the top junior class.

The children were given the list as part of a normal lesson on character types, and no time limit was imposed for carrying out the task. They were asked not to put their names on the papers, but simply to indicate their sex, and the name of the secondary school to which they were transferring in the autumn.

All four schools were situated in a sizable country town, where children still underwent selection at 11. Of the 58 boys and 54 girls who completed the lists, 20 and 16 respectively were due to attend a grammar school in the autumn. (Of the rest, two boys had been allocated to an ESN(M) school: their replies were not included in the analysis.) The remainder were destined for secondary moderns.

The children were asked to rank in order, according to which they thought most accurate, a series of 10 statements about teacher behaviour and personality. The statements concerned teachers' patience, sense of humour, capacity to listen to pupils, to show interest in their work, and to give equal attention to members of a class. Five of the statements were classified as positive, five as negative. It was explained to the children that, in ranking the statements, they should have in mind their general experience of teachers since the day they started in the infant or nursery school.

Clearly the size of sample, together with the somewhat provocative nature of the statements, would not satisfy more professional researchers. Given such qualifications, the results nevertheless seem striking in several respects.

First, substantially more than a third of the children (42 per cent) ranked "Teachers often shout too much" as the most accurate statement about teacher behaviour. Perhaps equally surprisingly, of those who placed this item at the top of their list, 75 per cent were boys, usually thought to be less sensitive in this respect.

Second, the statement "Teachers always take an interest in my work" was put in the lowest position by more than a quarter of the sample, and second to last by a further 20 per cent. The most interesting point about these two groups—which together comprised almost half the sample—was that an overwhelming majority (88 per cent) were to be found in the secondary modern group. Assuming at least some substance to their perceptions, is it more likely that poor performance preceded the perceived behaviour of the teachers, or was significantly affected by it?

Third, there appeared to be a significant difference between the boys and the girls in relation to teachers' talk. While 78 per cent of the girls marked the statement "Teachers allow us plenty of time to talk about our work" in one of the first three positions, only 24 per cent of the boys did. Similarly, while only 18 per cent of the girls placed the statement "Teachers spend too much time talking and not enough listening" in the top three places, as many as 68 per cent of the boys responded in this way. Were teachers actually discriminating between the sexes, or is the explanation more likely to be found in the greater verbal fluency and social confidence of girls at pre-puberty?

Other findings are worth mentioning briefly. Of those who rated highly the statement "Teachers usually have a good sense of humour", a higher proportion than would be expected statistically came from the grammar school group. A similar conclusion could be drawn from the statement "Teachers are usually patient and polite", especially where the boys were concerned.

But against the general trend of the high achievers giving a high rating to the positive statements, it was found that more of the secondary modern group than would be expected gave a high rating to the statement "Teachers try to help everyone in the class", and a low rating to the statement "Teachers help some children much more than others".

Perhaps as teachers we should think more about the effect our classroom behaviour has on children. Perhaps also we should conduct more small-scale internal research of this kind, to offset the broad and often crude generalizations which emerge from large-scale research projects, which fail to take any account of children's views on questions affecting learning.

A. F. Day now teaches in a West Midlands primary school.

Teachers as home visitors

Christine Grainge

Last summer term I saw, by appointment, each of the 60 children starting school in September. I saw them with their parents, and showed them round the school. I introduced each child and parent to the child's new teacher, who arranged a mutually convenient time out of school hours, when she would visit their home. These visits usually happen in the early evening when the father is most likely to be around.

My original aims were to help children to, first, get to know their teacher in the place where they felt most sure; to ensure that the teacher was "tuned in" to the pre-school environment, and therefore the needs of the child; to ensure that the parent should understand the importance of having books in the home, of reading to the children and of the children seeing their parents reading.

The teachers and the parents have now developed this home visiting between them. The teacher takes the child a present from school—a large writing book and a pencil. She shows the child how to form letters. She takes apparatus with her, and checks certain skills—knowledge of colours, stage of number concept, stage of language development. The parents tell the teacher their concerns, and express their thanks for the extra attention their child is receiving in the teacher's own time.

The teacher explains to the parent, not just how the child will settle into school, but how she intends to start teaching the child to read and write. The teacher then gives me a short written report on each visit.

We have found that when the new children visit the school with their parents, after the home visit and just before entry, they come into the classroom confidently, greet the teacher as an old friend—because they have seen her having a cup of tea with mum in their own home—and settle to a useful activity straight away.

Thus teaching of reading skills starts earlier, since the settling down period is much shorter. We have found it less necessary to stagger admissions. Parents bring the children right into the classroom at the beginning of the day, collect them from there at the end, and so useful talk between teacher and parent goes on regularly.

In the third week of last term I held a teach-in on reading for parents of the reception children. Parents of 40 children came on a wet night—predominantly those whose oldest children had just started school. Using no jargon or psychological terms, I talked about how we go about teaching their children to read, and how they could help. Some intelligent questions showed how much they understood.

The class teachers then explained to their own group of parents the apparatus used in the classroom (mainly *Breakthrough to Literacy*, Stott, and a variety of early first reading books—*Sparks*, *Breakthrough* and *Dominoes*). We encouraged parents to handle the apparatus, and to try to put themselves in the places of their own children, learning what these "squiggles" meant.

Most parents had experienced little success at school. Most, when they are able to cope adequately with their own problems, are ambitious for their children, and desperately want to help.

One home visit failed at first. The teacher visited Jamie after school one day in June. He was due to start in September. Jamie immediately ran away from her and shut himself in a cupboard, just peeping out occasionally. The teacher persuaded the agitated mother to leave him alone, and just sit and drink her tea. They chatted.

As the teacher left, she suggested the mother should bring Jamie into her classroom one dinner hour, when she would be on her own. The mother did this twice during the next week, and when Jamie's first day came, he settled easily and happily. Startling school could have been a traumatic experience for the child, the mother and the other children in the class. It was not because of care and forethought.

One home visit upset the teacher when many of the children were swatted hard with rolled up newspapers—like flies. They did not speak, but just made animal-like noises. The child did not speak for several weeks whoo he started school. He rushed around the classroom wildly, unable to make contact with other children or adults, or to settle to any activity.

Then the teacher found an excuse to go home with him one night. The mother poured out her problems. The child spoke a word or two to his teacher. The next day he suddenly, in a deafening voice, spoke to his teacher, then to me. Then, in assembly in front of 200 children, I asked him some questions, which he answered in a bare phrase, but with a huge grin and this enormous voice. That was one of those moments, not too unusual at our school, when you can look round the hall and see teachers brushing tears away.

Where teachers have the dedication, integrity, sensitivity and stamina, I believe the infants' school should be reaching out into the pre-school life of the child at home, for the benefit of all concerned.

Christine Grainge is head of Malcolm Infants' School, Bromley.

Attitudes to reading

Marie Lowe and Elizabeth Tunnard

We have been running a scheme to foster a greater interest in reading among the 10 to 11-year-olds in our school, which is in an educational priority area of Sheffield. We decided to bring the children into contact with people who write books, speak about them, use them to make films and plays. We bought a large selection of paperbacks, and did much groundwork to encourage the children to select books which are interesting and demanding.

Each child was given a "review" book, in which to keep a personal record of books read, under headings such as setting, characters, plot and opinions. They have taken a pride in their reviews, and gained a clearer insight into the books. Each half term they have gathered together informally, presented their reviews to each other, and answered questions. Those meetings have been popular; in addition to book reviews, groups of children have brought tapes from home, on which they have recorded their dramatized ideas of extracts from books.

The main emphasis was on inviting speakers who presented aspects of reading and literature, in various ways. They include a locally based HMI, an English adviser, an education officer from the BBC, lecturers from a college of education, interested teachers and older pupils from Sheffield schools, and John Rowe Townsend, invited through the Arts Council's "Writers In Schools" scheme.

The speakers presented a particular theme, or the work of an author, bringing the books to life by the use of tapes, slides, videotapes, drama, book displays, or lively readings. For example, a speaker from Radio Sheffield took the theme of "trouble in the family". He worked with small groups of children, improvising on this theme. After reading extracts from books, he was able to show the children how their dramatization and understanding of a situation improved following reading. Like most of the speakers, he left the children with suggestions about books they could read themselves. The children were very keen to read these, and would clamour for available copies.

We feel the scheme is proving a success. The children's attitude towards reading has completely changed. Before, it was one of apathy, where they often chose uninteresting and undemanding books merely to have a "reading book" in their desks.

Now they are much more discriminating, aware of authors, and what to look for in a book. They read a wider range of books; they read far more books; more difficult books; and they spend a lot more of their own time reading.

We keep a record of the books the children read, which gives some indication of the amount of reading they are doing, and the change in the type of books they are tackling. For example, in two terms John, with a reading age of 8.7, has read *Cowboys* and *Wild Horses* followed by two other Wild West readers, then progressed to *The Iron Man*, *Here Comes Thursday*, *The Otterbury Incident*, *Fish*, *The Weatherwonger*, *The Loss of The Night Wind*, *The Little Car*, *On The Run* and *The Intruder*. Similarly Wayne, reading age 13.3, read *Tunnelup* and *The Orchestra*, *James and the Giant Peach* and then *Finn Macool*, *Turka the Otter*, *The Hobbit*, *The Luck of Troy*, *It Shouldn't Happen to a Vet* and *If Only They Could Talk*, *The Iron Man* and *The Mouse and His Child*.

The children themselves have suggested that they could present a review for younger children in the school, to interest them in books too. The demand for reading material has become so great that we have instituted a book club, in co-operation with a local bookshop.

Marie Lowe and Elizabeth Tunnard teach at Montenay Middle School, Sheffield.

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Joan Bakewell
PROFILE OF LORD ANNAN
Peter Carvell
REFORMING THE TAX SYSTEM
Christopher Lever
NATURALIZED ANIMALS
Victoria Brittain
LETTER FROM ALGIERS
Norman Moss
AMERICA'S ILLEGAL IMMIGRANTS
ROMAN GOLD AT THE BRITISH MUSEUM

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Classified Advertisements

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Nursery Education

Headships

NORTH YORKSHIRE
(County of)
Applications are invited from suitably experienced TEACHERS for the following post:
HEAD TEACHER
SILPHAVEN NURSERY SCHOOL (Group 1)
Scarborough
Applicants should be experienced NURSERY TEACHERS.
Send stamped addressed envelope for form. Completed forms required within 14 days of this advertisement. County Education Officer, County Hall, Northallerton.

Deputy Headships Senior Masters/Mistresses

NEWHAM
(London Borough of)
BARKING ROAD NURSERY SCHOOL
Dobson's Road, London, E7 0PH
(Roll 154)
HEAD TEACHER (2 benefits)
DEPUTY HEAD TEACHER (Group 1)
It is essential that applicants for this post should have had teaching experience in either nursery class or school.
Burnham Scales, plus London allowance £1,605 plus annual supplement £237 plus, being priority allowance, £600 or £270.
Application forms may be obtained from the undersigned and should be returned by April 30, 1977.
D. G. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

Other Appointments

COVENTRY (City of)
PARADISE NURSERY SCHOOL
Bishop Vesey Grove, Stockland
SECRETARY TEACHER for this 80-place nursery school which opens in October. Salary Burnham Scale 2 for Primary and Secondary Schools.
Application forms and further particulars from the Director of Education, Council Offices, Earl Street, Coventry CV1 5RS. The Director will be pleased to receive completed forms by 15th April, 1977. Canvassing automatically disqualifies.

KIRKLEES
METROPOLITAN COUNCIL
PURWELL INFANTS' SCHOOL
NURSERY TEACHER.
See main advertisement under Primary, Scale 1 posts.

NORTH YORKSHIRE
(County of)
Applications are invited from suitably experienced TEACHERS for the post of ASSISTANT NURSERY TEACHER in the well-established nursery unit of
NORTON COUNTY PRIMARY SCHOOL
(near Malton)
New entrants are welcome to apply.
Send stamped addressed envelope for form to County Education Officer, County Hall, Northallerton to whom they should be returned within fourteen days of the acceptance of this advertisement.

Primary Education

Headships

BARNET
(London Borough)
Required for September, 1977:
ST. JOHN'S C. OF E. (AIDED) JNR. SCHOOL
Crescent Road, Prion Barnet, N11 3LG
Roll 264
HEAD TEACHER for this Group 3 School which includes a Nursery Unit.
Salary £4,794 to £5,418 plus £372 plus £237 London Allowance. The Managers invite applications for this appointment from men and women who are regular communicants.
Required for September, 1977:
WOODCROFT J.M. SCHOOL
Goldsborough Grove, Edgware, HA8 0QP Burnt Oak. Roll 303
Applications are invited from suitably qualified and experienced teachers for the post of HEAD TEACHER, Group 4.
Scale £4,184-£5,808, per annum plus £372 plus £237 London Allowance.
Priority Allowance.
In approved cases assistance may be given by way of payment of up to 100 per cent removal expenses and/or the payment of separation allowances.
Application forms and further details (stamped addressed envelope please) obtainable from The Director of Education, Educational Services Department, Town Hall, Friern Barnet, N11 3DL, to whom completed forms should be returned by 15th April, 1977.

BEDFORDSHIRE
EDUCATION SERVICE
HILDBOROUGH AND THOMBURY SCHOOLS
Houghton Regis, Dunstable, Beds.
Re-advertisement,
Group 5.
From September 1977.
Applications are invited for the HEADSHIP of these two schools (Group 5) which are organised as a single school for children aged 5-9 under one Head Teacher, amalgamated rolls September 1977, 180 pupils, including approximately 40 Children of nursery age.
Application forms and further particulars obtainable from: G. P. S. Browning, M.A., Chief Education Officer, County Hall, Bedford. Closing date: 18th April, 1977.

BEDFORDSHIRE
EDUCATION SERVICE
HEADSHIP
MARLBOROUGH LOWER SCHOOL
Marlborough Road, Bedford
(Group 3)
From September, 1977:—
Applications are invited for the HEADSHIP of this Group 3 Lower School which contains 240 pupils including a nursery unit.
Salary £4,794 to £5,418 plus £372 plus £237 London Allowance. The Managers invite applications for this appointment from men and women who are regular communicants.
Necessary Qualifications: Ability to lead and inspire a Church School.
Application form and further particulars obtainable from the Director of Education, Mercury Gardens, Romford RM1 3DH, to be returned by Tuesday, 12th April, 1977.

BEDFORDSHIRE
EDUCATION SERVICE
HEADSHIP
CLAPHAM LOWER SCHOOL
Clapham Road, Bedford
(Group 3)
Required for September, 1977:
Applications are invited for the HEADSHIP of this Group 3 Lower School which contains 240 pupils. Applications from men and women who are regular communicants, Nonconformists or Roman Catholics will be particularly welcomed.
Application form and further particulars obtainable from the Director of Education, County Hall, Bedford. Closing date: April 18, 1977.

BRADFORD (City of)
METROPOLITAN COUNCIL
HEADSHIP HEAD OF CENTRE
INGLEBOROUGH HALL OUTDOOR EDUCATION CENTRE
(See under Middle School Headships.)

CLWYD
COUNTY COUNCIL
Required for September, 1977:
HEAD TEACHERS
HIGHER WYCH V.P. CONTROLLED
(Group 1)
138 pupils
HOPE C.P.
(Group 2)
1270 pupils
OLD COLWYN JUNIOR C.P.
(Group 2)
(300 pupils)

RHOSGOU JUNIOR C.P., WREXHAM
(Group 4)
(270 pupils)
TOWYN JUNIOR C.P.
(Group 4)
(030 pupils)
YSGOL TERRIG
Trefalyn
Grwp 3 (Yn ailau Mai ial os yn bosibl)
(120 disgybl)
Application forms (in Welsh or English) may be obtained from the undersigned, to whom they should be returned by April 15.
John Howard Davies, Director of Education, Shire Hall, Mold.

CUMBRIA
EDUCATION COMMITTEE
ABOSTWISBAO JUNIOR SCHOOL
Barrow-in-Furness
(Room to 11; roll 380: Group 6)
HEAD required for September 1 if possible.
Further details and application forms available from C. G. Bishop, Assistant Director of Education, Cumbria Education Institute, Barrow-in-Furness, to whom completed applications should be returned by April 30, 1977.

CUMBRIA
EDUCATION COMMITTEE
ABBEYHILLS C. of E. (AIDED) JUNIOR SCHOOL
(Room to 11; roll 180: Group 3)
HEAD required for September 1 for this recently built school.
For further details and application forms available from C. G. Bishop, Assistant Director of Education, John Whinnerah Institute, Barrow-in-Furness, to whom completed forms should be returned by April 30, 1977.

HAMPSHIRE
ALDERMOOR FIRST SCHOOL
Required for September 1977.
HEAD TEACHER—Group 5.
Stamped addressed envelope for details and application form to: Area Education Officer (SW), Southampton Area Education Office, Around Town North, Portland Street, Southampton. Closing date for applications: 13th April, 1977.

HAMPSHIRE
GOSPORT, HOWNER COUNTY INFANT SCHOOL
Required for September 1977.
HEAD TEACHER—Group 4.
Application form and details from Area Education Officer, Walpole Road, Gosport. Closing date 15th April.

HAMPSHIRE
LISS COUNTY INFANT SCHOOL
Liss, near Petersfield
HEAD TEACHER required September for this Group 4 school.
Application forms and particulars obtained from Area Education Office, Southgate House, St. Swithin Street, Winchester (foolscap, stamped addressed envelope, please), returned by April 30.

Classified Advertisements

The charge for advertising in all classifications is 66p per line (minimum 3 lines).
Display in classified advertisements £3.80 per single column cm (minimum space 3.5 cm double column at £72.20).

A charge of 50p is made for Box Number facilities.

Advertisements published in the Scottish edition only will be subject to a 25 per cent discount on the above rates.

Advertisements received by Monday will be published in the following Friday's issue subject to availability of space. Copy should be sent to:—
The Advertisement Manager,
The Times Educational Supplement,
New Printing House Square, Gray's Inn Road, London WC1X 8EZ,
by Monday for the following Friday's issue.

HAMPSHIRE
MARNEL JUNIOR SCHOOL
Bournemouth Road, Romsey
Required September 1 or January 1, 1978:—
HEAD TEACHER—Group 5.
Stamped addressed envelope for details and application form to Area Education Officer, Bun Alliance House, 41 Vale Street, Bedminster. Closing date: April 15, 1977.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
PINEWOOD JUNIOR SCHOOL
Thelbridge Avenue, Collier Row Romford RM5 2PZ
(Roll 356)
Required September, 1977:—
HEAD TEACHER for this two-form entry. Group 5. Junior School.
There is a scheme for removal expenses.
Application forms and further details (stamped addressed envelope please) available from the Director of Educational Services, Mercury Gardens, Romford RM1 3DH, to be returned by Tuesday, 12th April, 1977.

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS DIVISION
NORTON ST. NICHOLAS J.M.I. SCHOOL
Norton Road, Letchworth
(Voluntary Aided 1 Group 4 : Roll 160)
HEAD required for September 1977. The school has a newly-built Nursery Unit attached.
Application forms and further details obtainable from the Divisional Education Officer, Divisional Education Office, Campus, Walsworth Road, Hitchin.

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS DIVISION
NORTON ST. NICHOLAS J.M.I. SCHOOL
Norton Road, Letchworth
(Voluntary Aided 1 Group 4 : Roll 160)
HEAD required for September 1977. The school has a newly-built Nursery Unit attached.
Application forms and further details obtainable from the Divisional Education Officer, Divisional Education Office, Campus, Walsworth Road, Hitchin.

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS DIVISION
ST. MICHAELS C. of E. (AIDED) JUNIOR SCHOOL
Sandridge, St. Albans
(Group 2 : Roll 180)
HEAD required for September 1977.
Application forms and further details obtainable from the Divisional Education Officer, Divisional Education Office, Campus, Walsworth Road, Hitchin.

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS DIVISION
WILBURY JUNIOR SCHOOL
Hitchin
(Group 2 : Roll 280)
HEAD required for September 1977.
Application forms and further details obtainable from the Divisional Education Officer, Divisional Education Office, Campus, Walsworth Road, Hitchin.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWALE DIVISION
Appointment of HEAD TEACHER
ISLEDON C.E. (A) JUNIOR SCHOOL
(Group 3, Roll 136)
Applications are invited from suitably qualified and experienced teachers for the post of HEAD TEACHER of the above school, to take effect from September, 1977.
Application forms and further particulars from Divisional Education Officer, Avenue of Remembrance, Sittingbourne ME10 4BS, to whom they should be returned by April, 1977.

TUNBRIDGE WELLS DIVISION
Appointment of HEAD TEACHER
HOLMESDALE C.E. (A) JUNIOR SCHOOL
(Group 3, Roll 178)
HEAD required for September 1977 or as soon thereafter as possible.
Application forms and further particulars from Divisional Education Officer, 39 Crescent Road, Tunbridge Wells, Kent TN1 2LU, to whom completed forms should be returned by April, 1977.

LEICESTERSHIRE
HEADSHIP
KING RICHARD SCHOOL
Leicester
HEAD required for September 1977 for this nursery of 80 children and 240 children aged three and four years. Group 3. Vacancy to be reviewed if necessary.
Apply on forms to the undersigned, stating name of two referees to Director of Education, County Hall, Glenfield, Leicester LE3 8RF, to whom completed forms should be returned by April 12, 1977.
Stamped addressed envelope please.

SOMERSET
COUNTY COUNCIL
ABBEY C.E. V.C. PRIMARY
Near Hatrock
HEAD for this Group 2 school.
Application form and details (stamped addressed envelope) from Staffing TP1 Section, Education Department, County Hall, Taunton.
Closing date: April 15.

SOUTH TYNESIDE
DEPARTMENT OF EDUCATION
LYGATE INFANTS SCHOOL
Head Teacher—Group 4
Applications are invited from suitably qualified and experienced teachers for the post of HEAD TEACHER of the above school. Successful candidate will be required to commence duties by September, 1977.
Application forms and details may be obtained by sending a stamped addressed envelope to the Director of Education, Town Hall, South Shields, NE33 2RL, to whom completed forms should be returned by 15th April, 1977.

SOUTH YORKSHIRE
(County of)
Applications are invited from suitably qualified TEACHERS for the following posts:
DEPUTY HEADSHIP
SILKSTONE JUNIOR SCHOOL
(Group 3)
Applicants should be experienced teachers of junior age children.
Salary Scale 2 Burnham Scale 2 for Primary and Secondary Schools.
Application forms and further particulars from the Director of Education, Council Offices, Earl Street, Barnsley, S70 2HP. The Director will be pleased to receive completed forms by 15th April, 1977. Canvassing automatically disqualifies.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION DEPARTMENT
Required for September, 1977:—
HEAD TEACHER
ST. JOHN'S RC PRIMARY SCHOOL
Application forms and further details available from the Director of Education, Education Offices, St. John's Square, Wolverhampton, WV2 4HL, to whom they should be returned within fourteen days of this advertisement. Stamped addressed envelope, please.

Deputy Headships Senior Masters/Mistresses

BERKSHIRE
ELMHURST ST. JOHN'S C. of E. (AIDED) JUNIOR SCHOOL
Queen's Road, Reading
For September, DEPUTY HEAD for this Group 4 school which is at present housed in an old building with a new extension during April into a new purpose-built Church School. Applications from the Deputy Head will have special responsibility for the liturgical period. Preference will be given to practising communicants of the Church of England.
Lodging allowance and removal expenses schemes in operation.
Forms and further details from the Headmaster (stamped addressed envelope). Closing date: 15th April, 1977.

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
LLANGOED C.P. INFANT SCHOOL
Llyswenfarch, New Swansea
Required for 1st September, 1977:
DEPUTY HEAD TEACHER (Group 3. Vacant post.)
Applicants should be experienced teachers of infants.
Further details and further particulars forms may be obtained from the Director of Education, Shire Hall, Llandrindod Wells, Powys.

BUCKINGHAMSHIRE
MILTON KEYNES DESIGN WALKING WAY COUNTY FIRST SCHOOL
Group 4
New open air—open teaching. DEPUTY HEAD required for September, 1977. Suitable qualified and experienced man or woman with special interest in mathematics.
The school is situated in the designated area of the new city of Milton Keynes, and the Development Corporation is making a number of houses for rent available to teachers appointed to schools within the designated area.
Subject to the County Council's regulations removal expenses up to £150 and board and lodging allowances will be payable.
Application forms and further details obtainable from the Head, Mrs. J. K. Northrop, Walking Way County First School, Tadley Hill, Bletchley Stratford, Milton Keynes MK11 1LL, on receipt of a stamped addressed foolscap envelope.

ST. HELENS
EDUCATION COMMITTEE
HEAD TEACHER
SANDON C.E. (CONTROLLED) INFANTS' SCHOOL
(Group 4)
Required for September 1, 1977, or as soon thereafter as suitably qualified and experienced teachers from Divisional Education Office, Millingbourne ME10 4BS, to whom they should be returned by April, 1977.

TUNBRIDGE WELLS DIVISION
Appointment of HEAD TEACHER
HOLMESDALE C.E. (A) JUNIOR SCHOOL
(Group 3, Roll 178)
HEAD required for September 1977 or as soon thereafter as possible.
Application forms and further particulars from Divisional Education Officer, 39 Crescent Road, Tunbridge Wells, Kent TN1 2LU, to whom completed forms should be returned by April, 1977.

HUNTS
(Metropolitan Borough of)
HUNTSMOOR COUNTY PRIMARY SCHOOL
Beaufort Road, Hury
Number on roll 310
Required for 1st September, 1977:—
DEPUTY HEAD TEACHER (Group 3)
Application forms and further details obtainable from and return-able to the Director of Education, Education Offices, Market Street, Bury, BL9 0LL. ABL 1177

BURY
(Metropolitan Borough of)
WALMSLEY C.E. (A) JUNIOR SCHOOL
Bridgeman Street, Bury
Number on roll 206
Required for 1st September, 1977:—
DEPUTY HEAD TEACHER (Group 3)
Application forms and further details obtainable from and return-able to the Director of Education, Education Offices, Market Street, Bury, BL9 0LL. ABL 1177

CAMBRIDGESHIRE
HUNTINGDON AREA
HUNTINGDONSHIRE SCHOOL
(ELTON DIOCESAN) C.E. (A) JUNIOR SCHOOL, Longsville, Peterborough PE2 6GA
(Roll 241)
Required for September, 1977:—
DEPUTY HEAD TEACHER (Group 3)
Applications are invited for the post of DEPUTY HEAD TEACHER. Applicants should be practising Christians who are active members of the Church of England.
The school is a mixed Junior and Infants School in a pleasant and attractive country setting.
There is a possibility of assistance being given with housing in exceptional cases.
Further details and full particulars may be obtained from the Headteacher, Mr. D. H. Gardner, to whom completed forms should be returned by April, 1977.

CLWYD
COUNTY COUNCIL
Required for September, 1977:
DEPUTY HEAD TEACHER (Group 3)
HIGHER KINMEL C.P. INFANT SCHOOL
(150 pupils)
OLD COLWYN, YSGOL T. GWYN JONES (Infants C.P.)
(110 pupils)
Application forms in Welsh or English may be obtained from the undersigned, to whom they should be returned by April 15.
John Howard Davies, Director of Education, Shire Hall, Mold.

CROYDON
(London Borough of)
BENSHAM HILL JUNIOR MIXED AND INFANTS, New Addington, Dunley Drive
Roll 411
Required for September, 1977:
DEPUTY HEAD TEACHER (Group 4)
Applications are invited from suitably qualified and experienced teachers for the post of DEPUTY HEADSHIP for the above school. Applicants should be practising Christians.
Further details will be supplied to lead in applications and show an interest in all aspects of school activities.
Salary Scale 2 Burnham Scale Deputy Head (Group 7 with London Allowance.
Reasonable removal expenses will be reimbursed (stamped addressed envelope for application form required and returnable to: Mrs. Jean Hoad Vere, Headteacher, address as soon as possible.

DERBYSHIRE
EDUCATION COMMITTEE
HEANOR JUNIOR SCHOOL
Hampshire Road, Derby
(Roll 270)
Required for September 1977:
DEPUTY HEAD (Group 3)
Applications are invited from suitably qualified and experienced teachers for the post of DEPUTY HEAD of this Group 3 school. Previous experience of junior age children is not essential but should contribute to the suitability of the candidate.
Application forms, stamped addressed envelope, should be returned to the Area Education Officer, Market Place, Ilkeston, Derbyshire, by the Area Education Officer, Market Place, Ilkeston, Derbyshire.

DEVON
BRADFORD JUNIOR CONTROLLED SCHOOL
(Joint Roll: Group 7)
DEPUTY HEAD TEACHER required September.
Application forms (stamped addressed envelope foolscap required) from Mrs. M. Clements, Thurlestone Road, Ilfracombe, returnable by 16th April.

DORSET
BRIDPORT ST. CATHERINE'S RC (AIDED) PRIMARY SCHOOL
Bridport (Roll 190)
DEPUTY HEAD TEACHER required from September, 1977.
Applicants should be practising Catholics.
Assistance with removal and board expenses.
Application form and further details to be returned by April 18, and further details and foolscap stamped addressed to the Education Staffing Officer, County Hall, Dorchester, Dorset DT1 1XJ.

DORSET
CHALDERMOOR COUNTY PRIMARY SCHOOL
Group 3—Roll 320
DEPUTY HEAD TEACHER required from September, 1977.
Assistance with removal and board expenses.
For application form (to be returned by 18 April) and further details send foolscap stamped addressed envelope to the Education Staffing Officer, County Hall, Dorchester, Dorset DT1 1XJ.

DORSET
CHALDERMOOR COUNTY PRIMARY SCHOOL
Group 3—Roll 320
DEPUTY HEAD TEACHER required from September, 1977.
Assistance with removal and board expenses.
For application form (to be returned by 18 April) and further details send foolscap stamped addressed envelope to the Education Staffing Officer, County Hall, Dorchester, Dorset DT1 1XJ.

ENFIELD
(London Borough of)
HONILANDS COMMUNITY HONILANDS JUNIOR SCHOOL
Lovell Road, Enfield EN1 4RE
Roll 256
Required for November, 1977:—
DEPUTY HEAD TEACHER—Group 5.
London Allowance payable, £297 per annum.
Temporary housing (up to two years): £800 per cent removal expenses (£2000 maximum) disturbance costs and lodging allowance where appropriate.
Application forms (stamped addressed envelope) available from the Director of Education, P.O. Box 58, Civic Centre, Silver Street, Enfield EN1 3XQ, to be returned to the Director of Education by Friday, 15th April, 1977.

ESSEX
BADGOW HALL COUNTY JUNIOR SCHOOL
Roll 291
New Road, Great Haddow.
Tel. Chelmsford 73518
DEPUTY HEAD TEACHER
(Re-advertisement)
Required September, 1977.
Applicants are invited from suitably qualified and experienced TEACHERS who have furnished a clear and unconvoluted view of good primary practice. A systematic, effective approach to required values and philosophy encompasses the full range of learning in the primary school. The teacher appointed should be someone who by example and personality can influence and lead children in talented and committed ways. Preferred applicants need not re-apply as their unsuitability will be considered.
Application forms may be obtained from the Head of the School to whom completed application forms should be returned.

CHANGE COUNTY JUNIOR
(Roll 300)
Elder Avenue, Dagenham
DEPUTY HEAD
Group 3. The person appointed will have overall responsibility for leading and developing the Upper Junior Section. Allowance payable.
Application forms may be obtained from the Director of Education, Office, The Drive, Ilford, Essex, to whom they should be returned by 15th April, 1977.

WEST HORNDON COUNTY PRIMARY SCHOOL
Thorndon Avenue, West Horndon, near Brentwood
(Roll 170)
DEPUTY HEAD
Required for September: Experienced TEACHER committed to creative writing linked with environmental studies, art and design work. The successful applicant for this Group 4 post must be able to participate in the continual development of existing work. Vacancy due to promotion. Salary Scale 2 plus £270 p.a. payable.
Application forms obtainable from Area Education Officer, The Drive, Ilford, Essex, to whom completed forms should be returned by 15th April, 1977.

HAMPSHIRE
CLIDON COUNTY JUNIOR SCHOOL
Gosport
Required September, 1977:—
HEAD TEACHER (Group 7)
Details and application form from Area Education Officer, Walpole Road, Gosport (stamped addressed envelope, please).

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
CROWLAND JUNIOR SCHOOL
Hearthway Avenue, Hornchurch
(Roll 280)
Required September, 1977:
Required HEAD TEACHER for this Group 3 two form entry. Group 7 Junior School.
There is a scheme for removal expenses.
Application forms (stamped addressed envelope please) available from the Director of Educational Services, Mercury Gardens, Romford RM1 3DH, to whom completed forms should be returned by Tuesday, 12th April, 1977.

HERTFORDSHIRE
BUSHMEAD INFANTS SCHOOL
Middleton Road, Mill End
Rickmansworth
Applications are invited from suitably qualified and experienced TEACHERS for the post of DEPUTY HEAD of the Group 4 School vacant from September.
Application form and further details from the Divisional Education Officer, Little Cassiobury, Hempstead Road, Watford WD1 3BY.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DRAVESHAM DIVISION
GOVEN ROAD JUNIOR SCHOOL
Green Street Green, Dartford
DEPUTY HEAD TEACHER required for September, 1977.
Closing date 15th April, 1977.
Applications to the Divisional Education Officer, Divisional County Hall, Gravesend.

SWALE DIVISION
NEWINGTON, NEAR SITTINGBOURNE C.E. (CONTROLLED) PRIMARY SCHOOL
Group 3. HEAD required for September, 1977.
Applications to the Divisional Education Officer, Avenue of Remembrance, Sittingbourne ME10 4BS, to whom they should be returned by April 15, 1977.

LANCASHIRE
(Metropolitan County of)
BOLTON COUNTY JUNIOR SCHOOL
Chorley New Road, Bolton
Required for September, 1977:
DEPUTY HEAD (Group 3)
Applications are invited from suitably qualified and experienced teachers for the post of DEPUTY HEAD of this Group 3 school. Preference will be given to practising communicants of the Church of England.
Lodging allowance and removal expenses schemes in operation.
Forms and further details from the Headmaster (stamped addressed envelope). Closing date: 15th April, 1977.

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
PENRHOS COUNTY JUNIOR SCHOOL
Yardaugwilym, near Swansea
Required for 1st September, 1977 (Salary Scale 2 Burnham):
DEPUTY HEAD TEACHER (Group 3) (Welsh preferred).
Application forms obtainable from the undersigned (stamped addressed envelope please), to whom completed forms should be returned by 15th April, 1977.
Robert W. Rowan, Director of Education, Powys County Hall, Llandrindod Wells, Powys.

ST. HELENS
EDUCATION COMMITTEE
DEPUTY HEADTEACHER
ROCKLEGE MERE COUNTY JUNIOR SCHOOL
(Group 3)
Required for September 1977. Applicants must be suitably qualified and experienced.
Further details and application forms are available from the Director of Education, Education Department, County Hall, Hardshaw Street, St. Helens, Merseyside WA10 1HP, to whom completed forms should be returned by Friday, April 15, 1977.

ST. HELENS
EDUCATION COMMITTEE
DEPUTY HEAD TEACHER
PARR MOUNT C.E. (AIDED) PRIMARY SCHOOL
(Group 3)
Required for 1st September, 1977. Applicants must be suitably qualified and experienced.
Further details and application forms are available from the Director of Education, Education Department, County Hall, Hardshaw Street, St. Helens, Merseyside WA10 1HP, to whom completed applications should be returned by Friday, April 15, 1977.

SANDWELL
(Metropolitan Borough of)
BRANDHALL INFANT SCHOOL
Edinburgh Road, Oldbury, Warley, West Midlands
Required September, 1977:
Results HEAD TEACHER (Group 3)
DEPUTY HEAD TEACHER (Group 7)
Application forms and further details (application forms and responsible to Director of Education, P.O. Box 41, Oldbury, Warley, West Midlands B69 3DE, to whom completed forms should be returned by April 15, 1977.
J. B. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
THE BECKHAM C.E. (A) SCHOOL
(Group 3)
DEPUTY HEAD required.
Required expenses payable in accordance with the Authority's scheme.
Application forms and further details from Area Education Officer, Tombland, Norwich, to whom completed forms should be returned by April 15, 1977.

NEWCASTLE UPON TYNE
(City of)
EDUCATION COMMITTEE
BENWELL HOAD JUNIOR SCHOOL
Appointment of
DEPUTY HEAD (Group 4)
(Required for 1st September 1977.) A suitably qualified and experienced teacher for appointment to the post of Deputy Head Teacher at this County Junior School for approximately 180 boys and girls between the ages of eight and 11 years.
A Social Priority Allowance is payable (£241 or £276 per annum).
Application forms, obtainable from the Director of Education, Civic Centre, Newcastle upon Tyne, NE1 8HL, to be returned within 14 days of the appearance of this advertisement.
Previous applicants need not re-apply.

NEWHAM
(London Borough of)
HAVENSBURY INFANT SCHOOL
Hackney Road, London E15 4NP
(Roll 136: 60 part time nursery)
(Required September, 1977:
DEPUTY HEADTEACHER—Group 4
Burnham Scale plus London Allowance £441, plus annual supplement £237 plus Priority Allowance £201 or £276.
Application forms may be obtained from the undersigned and should be returned by April 15, 1977.
J. B. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

SOUTH TYNESIDE
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
WESTOE CROWN JUNIOR SCHOOL
Westoe Crown Avenue, South Shields
Roll 280
Required September, 1977:
DEPUTY HEAD TEACHER (Group 3)
Applications are invited from suitably qualified and experienced teachers for the post of DEPUTY HEAD of this Group 3 School.
Applicants should be practising Christians.
Salary Scale 2 Burnham Scale Deputy Head (Group 7 with London Allowance.
Reasonable removal expenses will be reimbursed (stamped addressed envelope for application form required and returnable to: Mrs. Jean Hoad Vere, Headteacher, address as soon as possible.

WALTHAM FOREST
(London Borough of)
COUNTY COUNCIL
EDUCATION COMMITTEE
HIGHAMS PARK INFANTS SCHOOL
Chingford Road, Walthamstow E4
Required September, 1977:
DEPUTY HEAD TEACHER required from September for this Group 3 school. Previous experience of junior age children is not essential but should contribute to the suitability of the candidate.
Application forms, stamped addressed envelope, should be returned to the Area Education Officer, Walthamstow Area Office, Forest Road, Walthamstow E17 3HP.
Closing date 15th April, 1977.

Metropolitan Borough of Rochdale
EDUCATION DEPARTMENT
Harwood Park County Primary
Required for September 1, 1977

Head Teacher

Group 6

Applications are invited from suitably qualified and experienced Teachers for the Headship of the above school which currently has 516 pupils on roll between the ages of 4 and 11 years.

Request for application form and further details should be made to the Chief Education Officer, Education Department, Municipal Buildings, Middleton, Manchester, to whom they should be returned.

All requests for forms should be accompanied by a stamped addressed envelope. Closing date April 12, 1977.

County of Cleveland

HEAD TEACHER
(Group 6)
(Re-Advertisement)
HAREWOOD INFANT SCHOOL
Thornton Road, Thornaby, Cleveland, TS17 8AP

Applications are invited from suitably qualified and experienced teachers for the above post which will become vacant from September, 1977. The school which was built in 1962 serves a catchment area of private and council housing. There is a large nursery unit and a small special education unit attached to the school.

Closing date 7th April, 1977.

Financial assistance with household removal expenses is available in approved cases.

Forms of application and further details obtainable from and returnable to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland, TS1 3BN.

Suffolk County Council

Applications are invited from suitably qualified and experienced teachers for the following post:

Headmaster/Headmistress
Murrayfield Junior School, Ipswich (Roll 470)
Group 7
Age range 7-11 years

Application forms and further details obtainable from the County Education Officer, Education Office, Grimwads Street, Ipswich (stamped addressed envelope, please), to be returned by April 12th, 1977.

The Borough is within easy access of Central London and borders by Epping Forest.
Required for September, 1977.

Head Teacher
LONGSHAW JUNIOR MIXED and INFANTS' SCHOOL
With 2nd Nursery classes, Longshaw Road, London, E.4.
Group 5 Salary, £5,583 to £6,207 plus £312 Supplement plus £229 London Allowance.
Current roll, 457.

Deputy Head Teacher
BARCLAY INFANTS' SCHOOL
Canterbury Road, London, E.10
Group 5 Salary: £3,750 to £4,533 plus £312 supplement plus £297 London Allowance.
Current roll, 338
Closing date for both posts April 15, 1977.
Application forms obtainable, on receipt of stamped addressed envelope, from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leytonstone, E11 3DJ.

London Borough of **Waltham Forest**

The London Borough of Redbridge is a pleasant residential area in North-East London with easy access to the West End and the Essex countryside. Help will be given in finding accommodation with legal fees for house purchase, removal and resettlement expenses where appropriate. Outer London Allowance payable.

Applications are invited from suitably qualified and experienced teachers for the following posts which will be vacant from September, 1977.

Headships
William Torbitt Junior School
No. on Roll 380 Group 6.
South Park Infants' School
No. on Roll 270. Group 5.

Deputy Headships
Nightingale Junior School
No. on Roll 320. Group 6.
Manford Junior School
No. on Roll 288. Group 5.
Chadwell Primary School
No. on Roll 320. Group 6.

Application forms and further particulars are available from J. E. Fordham, B.A., Chief Education Officer, Education Office, 255-258 High Road, Ilford, Essex IG1 1NN, to whom completed applications should be returned by 26th April, 1977.

Redbridge
London Borough

ilea
Inner London Education Authority

For teaching posts in Inner London
See Page 45

PRIMARY
Deputy Headships
(continued)

SHROPSHIRE
LOCAL EDUCATION COMMITTEE
NORTH SHROPSHIRE
WILDOCKS COUNTY
PRIMARY SCHOOL
Hadnall, Near Shrewsbury, Shropshire
Required for 1st September, 1977
Ability to lead infant class. Preferable interest in P.E. and community work.
Application forms (send stamped addressed envelope) available from County Education Officer, Shirehall, Abbey Foregate, Shrewsbury, Salop.

WEST SUSSEX
SOUTHLEIGH AREA
SOUTHLEIGH COUNTY (Infs) SCHOOL
Selsey Road, Worthing
Wanted to start September, 1977.
Required HEADTEACHER on retirement of present holder. Experienced teacher with administrative ability, vigorous and enthusiastic in the new community. Please state specialist qualifications.
Forms, by Area Education Officer, 7 Chapel Road, Worthing, on receipt of foolscap stamped addressed envelope returnable to Headmistress at School.

WEST SUSSEX
SOUTHERN AREA
ST. WILFRID'S R.C. (AIDED) PRIMARY SCHOOL
Arundel Road, Goringstring Worthing
Required September, 1977. Experienced TEACHER for RECEPTION CLASS with an ability to teach Boys' games and organise Sports.
Form and further particulars from Area Education Officer, 7 Chapel Road, Worthing, on receipt of foolscap stamped addressed envelope returnable to Headmistress at School.

Other Posts on Scale 2 and above

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
BUCKINGHAMSHIRE COUNTY MIDDLE SCHOOL
Verity Close
Applications are invited for two vacancies from September, 1977, early post occasioned by promotion:
1. FIRST YEAR LEADER-TEACHER to organise and co-ordinate the work of first year classes (8 to 9 years).
2. FOURTH YEAR LEADER-TEACHER to organise and co-ordinate the work of fourth year classes (12 to 13 year olds).
Candidates will be required to possess good organisational and co-ordinating ability as well as a high level of expertise which would enable them to offer a major contribution in one or more of the following curriculum areas: Art/Craft, Mathematics, Science, Games and Athletics. Scale 2 posts are available for suitably qualified and experienced teachers.
The school is situated in the designated area of the New City of Milton Keynes, and the Development Corporation is making a number of housing sites available to teachers appointed to schools within the designated area, subject to the County Council's conditions governing the purchase of such houses and housing allowances will be payable.

LONDON BOROUGH OF BRENT
EDUCATION COMMITTEE
Required as soon as possible:
SUPPLY TEACHERS
Primary & Secondary Schools
Applications are invited from experienced Teachers to teach in the Borough's Primary Schools. Applications are requested particularly from Nursery or Nursery/Infant trained teachers, but Infant and Junior trained teachers will also be considered. Applications are also invited from experienced Teachers to teach in the Borough's Secondary Schools. Any subjects will be considered but applications are particularly requested from Mathematics and Science Teachers.
Applicants for both Primary and Secondary should preferably have successfully completed their probation. Salary is payable on Scale 1 at the rate of 1/200th of annual salary per day; including London Allowance and Social Priority allowance where applicable. Application forms (foolscap stamped addressed envelope) are available from and returnable to the Director of Education (STAFF/RT), P.O. Box 1, Chesterfield House, 8 Park Lane, Wembley HA9 7RW.

St. Brigid's R.C. J.I. School, Frankley Beeches Road B31 5AB
Group 6
The Managers of the above school would be pleased to receive applications from suitably qualified teachers for the vacancy of
Deputy Head Teacher
Applications should be submitted direct to the Correspondent Manager; c/o the school.
Closing date April 8, 1977.
There is a scheme for assistance with removal expenses.
BIRMINGHAM CITY COUNCIL

KENT
COUNTY COUNCIL
LITTLEBOURNE COMMUNITY COLLEGE
Applications are invited from suitably qualified teachers for the following posts:
(1) FULL SCALE 3 (Scale 2 in addition to any other qualifications held) Under 11 years age range and Junior age range and all Content Schools.
Applications for specific posts should be submitted on forms (1) to the Head Teacher at the address above, unless otherwise stated. Special applications should be submitted to the Principal Education Officer.

SUNDRIDGE DIVISION
NORTON KNATCHBULL C.E. PRIMARY SCHOOL
Horton Road, Hayes Kirby, Bromley BR2 8JH
Approx Roll 235
Scale 3 ASSISTANT TEACHER
Required for September, 1977, an experienced, enthusiastic TEACHER committed to a modern approach to education, required to lead and coordinate the work of the lower junior department. As opportunity to develop own ideas and special interests.
Write direct to the Headmaster enclosing two stamped addressed envelopes. Applications returnable by 20th April, 1977.

TUNBRIDGE WELLS DIVISION
CAPEL C.E. SCHOOL
Five Oak Green, near Tonbridge, Kent
Required September, 1977:
A Qualified TEACHER for Lower or Middle / Junior. Commitment to Christian principles within the Religious Education, Physical Education and Science. Scale 3.
Form available for suitable candidates.
Application forms obtainable from and returnable to the Headmaster (stamped addressed envelope).

KIRKLEES
METROPOLITAN COUNCIL
NEWBRIDGE JUNIOR SCHOOL
Leeming Street, Newsome, HD4 6JN
Required September, 1977, a TEACHER (Scale 3) with additional responsibility for Middle Management in the School.
Application forms (stamped addressed envelope, please) obtainable from the Director of Education, Education Offices, Huddersfield Road, Dewsbury, Yorkshire WF13 4BF.

LEICESTERSHIRE
PERIPATETIC VIOLIN TEACHER
As soon as possible, PERIPATETIC VIOLIN TEACHER, Burnham Scale 2. Applicants must be car owners. Travelling allowance paid. Details on request.
Apply immediately the County Music Officer, County Hall, and the names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF, by April 15th.

NEWHAM
(London Borough of)
MANELAGH JUNIOR SCHOOL
Upper Road, London E13 8JN
(Roll: 346)
Required September, 1977:
TEACHER responsible for ENGLISH/PHYSICAL EDUCATION, Scale 2
Burnham Scales Plus London Allowance £462 Plus Annual Increments £312; Plus Social Priority Allowance £294 = £1,068.
Application forms may be obtained from the undersigned and should be returned by April 22, 1977.
R. J. Wilde, A.L.A., Director of Education, Education Offices, Broadway, Stratford, London E15 4BG.

NEWHAM
(London Borough of)
MANELAGH JUNIOR, INFANT AND NURSERY SCHOOL
Required September, 1977:
Qualified TEACHERS are invited to apply for a number of posts on the unstaffed nursery, work in Nursery, Infant and Junior classes.
Scale 2, Burnham Scales, plus London Allowance £462, plus social supplement £312, travelling expenses.
Application forms are obtainable from the undersigned and should be returned by April 22nd, 1977.
J. R. Wilde, A.L.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, London E15 4BG.

NORTH YORKSHIRE
(County of)
FISHLAKE COUNTY PRIMARY SCHOOL
Required for April 26 or September, 1977, TEACHER for small class of children with learning and behaviour problems. The post is Scale 2 plus for experience, patience, an equable disposition and sympathetic approach.
Application form (stamped addressed envelope) from the Area Education Officer, 10 Bootham Crescent, York, YO1 7BW, to whom they should be returned within 10 days of the appearance of the advertisement.

NORTH YORKSHIRE
(County of)
WHITEHOUSE C.E. PRIMARY SCHOOL
Yew Tree Avenue
Required for September, experienced TEACHER for RECEPTION CLASS. Ability to offer Music an advantage. Scale 2 post.
Application form (stamped addressed envelope, please) from Area Education Officer, 62 Bootham, York, YO1 7BW, to whom they should be returned within 10 days of the appearance of this advertisement.

REDBRIDGE
(London Borough of)
The London Borough of Redbridge is a pleasant residential area in North-East London with easy access to the West End and the Essex countryside. It is ideally placed for finding accommodation with reasonable fares, reasonable rents, and excellent amenities, transport and recreation. Outer London allowance payable.
Applications are invited from suitably qualified and experienced teachers for the following posts, for which Scale 2 posts are available:
MANOR INFANTS' SCHOOL
MANOR JUNIOR DEVELOPMENT
Scale 2 post available for a suitably qualified teacher.
CLEMENTS PRIMARY SCHOOL
MATHEMATICS and Games responsibility. Scale 2 post available for a suitably qualified teacher.
ALDERBROOK PRIMARY SCHOOL
Experienced TEACHER for which Scale 2 post available. Post a suitable candidate.
Application forms are available from and returnable to the Director of Education, Office Reception, Clements Road, Ilford, Essex IG1 1BD (quote the date, Main Scale, Junior, etc.).

SHROPSHIRE
EDUCATION COMMITTEE
SALOP
WOMBRIDGE COUNTY JUNIOR SCHOOL
Harnall Road, Oakengates, Telford
Experienced Infant TEACHER required for September, 1977. Ability to develop skills in the infants and keep records throughout the school.
Further details and application forms from the Headmaster, to whom they should be returned.

WEST SUSSEX
SOUTHERN AREA
ST. MARY'S R.C. (AIDED) JUNIOR SCHOOL
Littlehampton, Sussex
Required September, 1977, a TEACHER for the Junior Department. Ability to teach Games and Sports essential.
Form and further particulars from Area Education Officer, 7 Chapel Road, Worthing, on receipt of foolscap stamped addressed envelope returnable to Headmistress at School.

EAST SUSSEX
COUNTY COUNCIL
LITTLE COMMON C. E. SCHOOL
Bexhill-on-Sea
Required for SEPTEMBER, 1977, an experienced, energetic TEACHER committed to a modern approach to education, required to lead and coordinate the work of the lower junior department. As opportunity to develop own ideas and special interests.
Write direct to the Headmaster enclosing two stamped addressed envelopes. Applications to be returned within 14 days.

EAST SUSSEX
COUNTY COUNCIL
LITTLE COMMON C. E. SCHOOL
Bexhill-on-Sea
Required September, 1977, Assistant TEACHER for RECEPTION CLASS with Scale 2 responsibility for infant department of three classes.
Headteacher materials in use.
Application forms can be returned without delay from the Area Education Officer, 38 Wellington Square, Hastings.

EAST SUSSEX
ST. JOHN'S C.E. (AIDED) PRIMARY SCHOOL
Cuckfield, Haywards Heath
Required from September a competent Supervisor, responsible for the Reception and Infant classes, Music (Piano), or Games, an advantage. Scale 3 post available for suitably experienced applicant.
Application forms from Area Education Officer, 62 Bootham, York, YO1 7BW, returnable to the Correspondent, Mr. J. Shaw, Chairman, School Lane, Crowborough, TN6 1QN. April 17th.

HARINGEY
(Borough of)
Required for September, 1977, an experienced teacher interested in CREATIVE DANCE for INFANTS and JUNIORS.
A minimum of three years successful teaching experience essential. Scale 2 post for suitable candidates.
London Allowance £462 payable.
Removal expenses—100 per cent allowed.
Application forms (stamped addressed envelope) may be obtained from the Chief Education Officer, Education Offices, Somerset Road, N.17, to whom forms should be returned as soon as possible.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
ST. JOSEPH'S R.C. JUNIOR AND INFANT SCHOOL
St. Mary's Lane, Upminster RM14 2QD
(Roll 230)
Required September, 1977 —
Experienced TEACHER for Boys' PHYSICAL EDUCATION and GAMES and RESOURCES. Scale 2 post available for a suitably qualified and experienced teacher.
The school is situated in the designated area of the New City of Milton Keynes, and the Development Corporation is making a number of housing sites available to teachers appointed to schools within the designated area, subject to the County Council's conditions governing the purchase of such houses and housing allowances will be payable.

NORTH YORKSHIRE
(County of)
FISHLAKE COUNTY PRIMARY SCHOOL
Required for April 26 or September, 1977, TEACHER for small class of children with learning and behaviour problems. The post is Scale 2 plus for experience, patience, an equable disposition and sympathetic approach.
Application form (stamped addressed envelope) from the Area Education Officer, 10 Bootham Crescent, York, YO1 7BW, to whom they should be returned within 10 days of the appearance of the advertisement.

NORTH YORKSHIRE
(County of)
WHITEHOUSE C.E. PRIMARY SCHOOL
Yew Tree Avenue
Required for September, experienced TEACHER for RECEPTION CLASS. Ability to offer Music an advantage. Scale 2 post.
Application form (stamped addressed envelope, please) from Area Education Officer, 62 Bootham, York, YO1 7BW, to whom they should be returned within 10 days of the appearance of this advertisement.

REDBRIDGE
(London Borough of)
The London Borough of Redbridge is a pleasant residential area in North-East London with easy access to the West End and the Essex countryside. It is ideally placed for finding accommodation with reasonable fares, reasonable rents, and excellent amenities, transport and recreation. Outer London allowance payable.
Applications are invited from suitably qualified and experienced teachers for the following posts, for which Scale 2 posts are available:
MANOR INFANTS' SCHOOL
MANOR JUNIOR DEVELOPMENT
Scale 2 post available for a suitably qualified teacher.
CLEMENTS PRIMARY SCHOOL
MATHEMATICS and Games responsibility. Scale 2 post available for a suitably qualified teacher.
ALDERBROOK PRIMARY SCHOOL
Experienced TEACHER for which Scale 2 post available. Post a suitable candidate.
Application forms are available from and returnable to the Director of Education, Office Reception, Clements Road, Ilford, Essex IG1 1BD (quote the date, Main Scale, Junior, etc.).

SHROPSHIRE
EDUCATION COMMITTEE
SALOP
WOMBRIDGE COUNTY JUNIOR SCHOOL
Harnall Road, Oakengates, Telford
Experienced Infant TEACHER required for September, 1977. Ability to develop skills in the infants and keep records throughout the school.
Further details and application forms from the Headmaster, to whom they should be returned.

WEST SUSSEX
SOUTHERN AREA
ST. MARY'S R.C. (AIDED) JUNIOR SCHOOL
Littlehampton, Sussex
Required September, 1977, a TEACHER for the Junior Department. Ability to teach Games and Sports essential.
Form and further particulars from Area Education Officer, 7 Chapel Road, Worthing, on receipt of foolscap stamped addressed envelope returnable to Headmistress at School.

EAST SUSSEX
COUNTY COUNCIL
BURNHAM AREA
SOUTHBOURNE MIDDLE SCHOOL
Hollands, Southbourne, Hailsham
Required September, 1977:
DEPUTY HEAD of this (Group 7 Scale 3) Middle School, aiming to a social Priority Area, an allowance of £294 per annum is payable.
Scales of relocation grants in appropriate cases.
Application forms and further details available from the Education Officer, Hoad Park Buildings, Hoad Park, Eastbourne, Sussex, to return by 15th April, 1977.

EAST SUSSEX
COUNTY COUNCIL
BURNHAM AREA
SOUTHBOURNE MIDDLE SCHOOL
Hollands, Southbourne, Hailsham
Required September, 1977:
DEPUTY HEAD of this (Group 7 Scale 3) Middle School, aiming to a social Priority Area, an allowance of £294 per annum is payable.
Scales of relocation grants in appropriate cases.
Application forms and further details available from the Education Officer, Hoad Park Buildings, Hoad Park, Eastbourne, Sussex, to return by 15th April, 1977.

EAST SUSSEX
COUNTY COUNCIL
HAILSHAM AREA
HAILSHAM MIDDLE SCHOOL
Hailsham, Sussex
Required September, 1977, a Deputy Headteacher (Group 7 Scale 3) with responsibility for Middle Management in the school.
Applications are invited from suitably qualified and experienced teachers who should state their special interests and abilities.

SCALE 2 POST

S.240 MORLEY VICTORIA JUNIOR AND INFANT SCHOOL Victoria Road, Morley, Leeds LS27 9NW. Telephone Leeds 535253
Head Teacher, Mrs. S. M. Revell
Required for September, 1977, for this developing Junior and Infant School: an experienced teacher. Although it is not essential, applicants who are able to take Boys' Games/Music will be considered as strong candidates for this post.

SCALE 1 POST

S.241 WESTERTON JUNIOR SCHOOL (No. on roll 275, 7-11 years) Westerton Road, West Ardsley WF3 1AR. Telephone Leeds 533504
Head Teacher, Mr. M. W. Binks.
Required for September, 1977, an enthusiastic teacher to work fully with children in the 7-9 age group. Applicants should state fully any interests and specialisms.

MIDDLE
(London Borough of)
EDUCATION COMMITTEE
DEPUTY HEAD, MIDDLE SCHOOL
West Barnes Lane, Raynes Park SW20
Salary: Scale 3 (Group 7) Burnham
Applications are invited from TEACHERS suitable for appointment as the post of DEPUTY HEAD for appointment as from 1st September, 1977. This is a going 7 tiered middle school for pupils aged nine to 14 years.
London Allowance £462. Local authority housing assistance towards removal expenses will be considered where appropriate.
Application forms and further details available from the Area Education Officer, 10 Chapel Road, Worthing, on receipt of foolscap stamped addressed envelope, to whom they should be returned by April 25, 1977.

MERTON
(London Borough of)
EDUCATION COMMITTEE
DEPUTY HEAD, MIDDLE SCHOOL
Wimbledon
Required September, 1977, a Deputy Head Teacher (Group 4), Scale 3 (Burnham Scale) to take charge of Resident Group of Boys aged 11 to 14 years, in this 11-14 Middle School, Eaton Street, Hanger Lane, N.W.10, Scale 3, £5,604 to £6,078 per annum, special allowances.
The person chosen will be a qualified teacher and must have good experience, enthusiasm and an open door activities.
He also will have his post of responsibility for many middle school functions, and to be responsible for environment as a whole; to co-ordinate the curriculum range, and have evidence of ability to lead staff development; in addition he will be willing to play a contribution to this school, and to be flexible in working hours inevitably involved in centre's 47-week 25-hour week courses.
The Governors would see an advantage if the appointee would also be capable of taking on the duties of Deputy Head of Centre as Resident Group.
Further particulars of the Staffing and Organisation forms may be obtained from Mr. Peter Tyrrel, Headteacher, to whom completed applications should be returned not later than April 22, 1977.
Reference CT 11677/TES

DONCASTER
EDUCATION COMMITTEE
FINNINGLEY JUNIOR AND INFANT SCHOOL
Queen Mary Crescent, Rise Park
Doncaster, DN5 7JT
(Roll 210)
Required for September, 1977, a suitably experienced TEACHER for Scale 2 post.
Further details and application forms available from the Director of Education, Princesgate, Doncaster, DN1 3NJ.
Closing date 29 April, 1977.

DONCASTER
EDUCATION COMMITTEE
FINNINGLEY JUNIOR AND INFANT SCHOOL
Church Road
Doncaster, DN5 7QT
(Roll 210)
Required for September, 1977.
Applications are invited suitably experienced TEACHER for the post of Deputy Head.
Further details and application forms available from the Director of Education, Princesgate, Doncaster, DN1 3NJ.
Closing date 29 April, 1977.

Appointments in Scotland

BORDERS REGIONAL COUNCIL
NEWTOWN PRIMARY SCHOOL
Newton St. Boswells
HEAD TEACHER. Promoted post. Responsibility payment £1,200 per annum.

Remedial Posts

HARINGEY
(Borough of)
EQUITABILITY CLASS TEACHER
A vacancy arises in September 1977 for an experienced and well qualified TEACHER to take charge of an EQUITABILITY CLASS for primary age children with learning and behavioural difficulties.
The group will be attached to a primary school but will be teacher appointed with work in close association with the Child Guidance Service.
The appointment is for one year only (September 1977-August 1978) in the establishment of the regular teacher, on a one year secondment, and will carry salary at Burnham Scale 2 or 3 according to qualifications.
The class will probably be housed in White Hart Lane School, White Hart Lane, Wood Green, N.22 and full-time welfare assistance is provided.
Further details can be obtained from Miss I. Gray, Head of SES Department, Child Guidance Centre, Tetherdown, N.10. Tel: 01-883 1766.
London Allowance (£462) payable.
Terms of application (stamped addressed envelope) available from the undersigned to whom they should be returned within 14 days. Chief Education Officer, Education Office, Somerset Road N17 9EH.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
CENTRAL AREA REMEDIAL SERVICE
REMEDIAL TEACHER, Scale 2.
This Remedial team consists of eight specialist remedial teachers with a shorthand/typist providing secretarial/clerical support. The team is responsible for providing remedial educational treatment in Schools in the Central Area of Norfolk. It works closely with the Schools Psychological Service and deals with the pupils referred from the Deputy County Educational Psychologist, who is responsible for the Central Area.
The team works either from a central base situated on the south western edge of Norwich or from one of three reading centres. Each of these centres has a comprehensive stock of books, materials, apparatus and equipment necessary to develop and a growing bank of teaching materials to meet the requirements of individual team members. Guidance are laid down, including the general policy, method of working and the role of the Remedial Service. These, however, permit considerable latitude in individual approach and the team in achieving agreed objectives by their preferred approach. There is great scope for initiative and originality in developing special interests and philosophy.
The successful applicant will be joining a closely integrated team of enthusiastic teachers committed to a challenging area of education. The setting of work demands much of the present team, with specialists from Junior upwards and Secondary teachers and school staff in a necessary alliance.
Ability to drive and ownership of a vehicle is essential. A mileage allowance is paid at the appropriate rate for user use.
Removal expenses are payable in accordance with the Committee's scheme.
Education in Norfolk is in process of reorganisation into first schools, middle schools and comprehensive secondary schools. The Remedial Service is one essential element in the overall provision for special educational treatment in the County.
Norwich is a city of considerable attraction with a population exceeding 120,000. It is a regional capital with a wide variety of activities to cater for all but the most esoteric interests. The Norfolk Broads and a stretch of coastline are within easy reach. The rail link to London is excellent with a frequent service and a journey time of about two hours.

Scale 1 Posts

CROYDON
THE OLD PALACE SCHOOL
(600 girls, Direct Grant)
PREPARATORY DEPARTMENT
Required for September a well-qualified TEACHER with experience to lead Form 3 (9 years old). A sound knowledge of the teaching of Mathematics essential. This post could be a suitable graduate as for the sixth form there could be a possibility of some work with the Junior forms of the Main School.
London Burnham Scale, Supernumerary.
Apply in writing to the Headmistress giving the names of two referees.

DEVON
PAIGNTON, WHITE ROCK COUNTY PRIMARY
Earlys Avenue
TEACHER, Scale 1 required September, 1977, for GENERAL duties in Junior Department. An opportunity to develop an interest in JUNIOR GYMNASTICS.
Write to Mr. W. JAMES, Deputy Headteacher.

DEVON
PAIGNTON, Scale 1 required Teacher for MODERN JUNIORS. Ability to teach Music an advantage.
Application forms for the above posts (stamped addressed envelope, please) available from Headteacher, to be returned by 22nd April, 1977.

DEVON
BERRY CLIFF COUNTY JUNIOR SCHOOL
Berry Cliff Road, Dawlish
TWO TEACHERS (Scale 1) required September, 1977, for Upper Junior Classes, ability to assist (a) Half-time Upper Junior and half-time REMEDIAL.
Application forms (stamped addressed envelope please) returnable by April 22, from Headmistress.

DORSET
OLD PORTLAND COUNTY PRIMARY SCHOOL
School Road, Nottingham, Dorset
(Roll 221)
TEACHER for middle infants required for September, 1977.
Assistance with removal and legal expenses.
For application form (to be returned to the Headmaster by 20 April) send foolscap stamped addressed envelope to the Education Staffing Officer, County Hall, Dorchester, Dorset, DT1 1XJ.

ST. KITTS (Inner London)
Applications are invited for the post of Deputy Headteacher, Promoted post.
Apply: Headteacher, ST. KITTS, Hopton Street, London, S.E.1.

Middle School Education
Headships

BRADFORD (City of)
METROPOLITAN COUNCIL
INDEPENDENT SCHOOL
OUTDOOR EDUCATION
Clapham, via Lancaster
Required September, 1977, Headship of Resident Group of Boys aged 11 to 14 years, in this 11-14 Middle School, Eaton Street, Hanger Lane, N.W.10, Scale 3, £5,604 to £6,078 per annum, special allowances.
The person chosen will be a qualified teacher and must have good experience, enthusiasm and an open door activities.
He also will have his post of responsibility for many middle school functions, and to be responsible for environment as a whole; to co-ordinate the curriculum range, and have evidence of ability to lead staff development; in addition he will be willing to play a contribution to this school, and to be flexible in working hours inevitably involved in centre's 47-week 25-hour week courses.
The Governors would see an advantage if the appointee would also be capable of taking on the duties of Deputy Head of Centre as Resident Group.
Further particulars of the Staffing and Organisation forms may be obtained from Mr. Peter Tyrrel, Headteacher, to whom completed applications should be returned not later than April 22, 1977.
Reference CT 11677/TES

DONCASTER
EDUCATION COMMITTEE
FINNINGLEY JUNIOR AND INFANT SCHOOL
Queen Mary Crescent, Rise Park
Doncaster, DN5 7JT
(Roll 210)
Required for September, 1977, a suitably experienced TEACHER for Scale 2 post.
Further details and application forms available from the Director of Education, Princesgate, Doncaster, DN1 3NJ.
Closing date 29 April, 1977.

DONCASTER
EDUCATION COMMITTEE
FINNINGLEY JUNIOR AND INFANT SCHOOL
Church Road
Doncaster, DN5 7QT
(Roll 210)
Required for September, 1977.
Applications are invited suitably experienced TEACHER for the post of Deputy Head.
Further details and application forms available from the Director of Education, Princesgate, Doncaster, DN1 3NJ.
Closing date 29 April, 1977.

METROPOLITAN BOROUGH OF STOCKPORT
Required from September, 1977
SECONDARY
Stockport School, Mile End Lane, Stockport
SECOND DEPUTY HEADTEACHER
(Ref. 401/TES) Group 11
Suitably qualified and experienced teacher required. There are 1,054 boys on roll, including 163 in the sixth form.
Application form to be returned to the Headteacher.

Avondale School, Hazlebank Road, Cheadle Hulme.
HEADTEACHER
(Ref. 400/TES) Group 10.
£7,455-£8,079 + £312 + S.P.S. Allowance.
This is a six form entry, co-educational comprehensive school and the above post becomes vacant as a result of the retirement of the present headteacher.
In September, 1974, the school was re-organised as a comprehensive school with a full ability range. The school is accommodated in two buildings approximately ½ mile apart. Major rebuilding over the past three years is almost complete and only the sports complex is still under construction. There are currently 825 pupils on roll.

NURSERY
Adswood Nursery School, Arnfield Road, Adswood.
HEADTEACHER
(Ref. 402/TES) Group 1.
Suitably qualified and experienced teacher required.

Belmont Nursery School, Grafton Street, Heaton Norris.
HEADTEACHER
(Ref. 403/TES) Group 1.
Suitably qualified and experienced teacher required.

Application forms from The Director of Education, Town Hall, Stockport (quoting reference) and return to the Director of Education, unless otherwise stated, by the 19th April, 1977.

MIDDLE
Headships
(continued)

EAST SUSSEX
COUNTY COUNCIL
HAILSHAM AREA
HAILSHAM MIDDLE SCHOOL
Hailsham, Sussex
Required September, 1977, a Deputy Headteacher (Group 7 Scale 3) with responsibility for Middle Management in the school.
Applications are invited from suitably qualified and experienced teachers who should state their special interests and abilities.

KIRKLEES
METROPOLITAN COUNCIL
SHELMERDINE HIGH SCHOOL
South Parade, HD8 0AE
Lockwood
Required September, 1977, an experienced TEACHER for the Mathematics Department to lead a Middle School which raises for the age range 9-14 years. The vacancy arose due to promotion.
Application forms and further details from Head Teacher, Shelmerdine High School, Eastor Court, Pavilion Road, Birmingham, NW5 4HD (stamped addressed envelope).

STAFFORDSHIRE
EDUCATION COMMITTEE
HILLMORTON MIDDLE SCHOOL
Stafford
TEACHER required to organise the teaching of MUSIC throughout the school and to be responsible for the school orchestra. The school has a good reputation for music and recorder playing. Strong support for instrumental music. Scale 2 or 3 post available for a suitably qualified teacher.
Applications to the Head Teacher, Hillmorton Junior and Middle School, Young Avenue, Stafford.

MERTON
(London Borough of)
EDUCATION COMMITTEE
DEPUTY HEAD, MIDDLE SCHOOL
West Barnes Lane, Raynes Park SW20
Salary: Scale 3 (Group 7) Burnham
Applications are invited from TEACHERS suitable for appointment as the post of DEPUTY HEAD for appointment as from 1st September, 1977. This is a going 7 tiered middle school for pupils aged nine to 14 years.
London Allowance £462. Local authority housing assistance towards removal expenses will be considered where appropriate.
Application forms and further details available from the Area Education Officer, 10 Chapel Road, Worthing, on receipt of foolscap stamped addressed envelope, to whom they should be returned by April 25, 1977.

MERTON
(London Borough of)
EDUCATION COMMITTEE
ST. CATHERINE'S R.C. MIDDLE SCHOOL
Grand Drive, West Wimbledon SW20 0NA
Headmistress: Mrs. V. C. Carroll, B.A.
Applications are invited from suitably qualified and experienced TEACHERS for the post of Deputy Head in this 11-14 Middle School, Scale 3, £5,604 to £6,078 per annum, special allowances.
Lateral entry at Form 3 (9 years) is restricted to Catholic girls, and girls aged nine to 14 years.
Lateral entry at Form 3 (9 years) is restricted to Catholic girls, and girls aged nine to 14 years.
Applications forms available from the Headmistress, to be returned to the undersigned addressed envelope, to be returned by April 25, 1977.

Deputy Headships
Senior Masters/Mistresses

EALING
(London Borough)
EDUCATION COMMITTEE
GEORGE TOMLINSON MIDDLE SCHOOL
Ivy Gardens
Scale 3 (on roll, eight to 12 years)
Salary: Scale 3 (Group 7) Burnham
(Roll: Approx. 300)
Required September, 1977, a Senior Master, Knowledge of Mathematics is essential.
Salary: Scale 3 salary plus £462 London Allowance.
Application forms, subject to a searching assessment, may be obtained from Local Area Education Officer, Ealing Town Hall, Ealing, W5 2HL.
Application forms stamped addressed envelope) from Head Teacher, to be returned as soon as possible.

EAST SUSSEX
COUNTY COUNCIL
BURNHAM AREA
SOUTHBOURNE MIDDLE SCHOOL
Hollands, Southbourne, Hailsham
Required September, 1977:
DEPUTY HEAD of this (Group 7 Scale 3) Middle School, aiming to a social Priority Area, an allowance of £294 per annum is payable.
Scales of relocation grants in appropriate cases.
Application forms and further details available from the Education Officer, Hoad Park Buildings, Hoad Park, Eastbourne, Sussex, to return by 15th April, 1977.

EAST SUSSEX
COUNTY COUNCIL
HAILSHAM AREA
HAILSHAM MIDDLE SCHOOL
Hailsham, Sussex
Required September, 1977, a Deputy Headteacher (Group 7 Scale 3) with responsibility for Middle Management in the school.
Applications are invited from suitably qualified and experienced teachers who should state their special interests and abilities.

SCALE 2 POST

S.240 MORLEY VICTORIA JUNIOR AND INFANT SCHOOL Victoria Road, Morley, Leeds LS27 9NW. Telephone Leeds 535253
Head Teacher, Mrs. S. M. Revell
Required for September, 1977, for this developing Junior and Infant School: an experienced teacher. Although it is not essential, applicants who are able to take Boys' Games/Music will be considered as strong candidates for this post.

SCALE 1 POST

S.241 WESTERTON JUNIOR SCHOOL (No. on roll 275, 7-11 years) Westerton Road, West Ardsley WF3 1AR. Telephone Leeds 533504
Head Teacher, Mr. M. W. Binks.
Required for September, 1977, an enthusiastic teacher to work fully with children in the 7-9 age group. Applicants should state fully any interests and specialisms.

WEST SUSSEX
SOUTHERN AREA
ST. MARY'S R.C. (AIDED) JUNIOR SCHOOL
Littlehampton, Sussex
Required September, 1977, a TEACHER for the Junior Department. Ability to teach Games and Sports essential.
Form and further particulars from Area Education Officer, 7 Chapel Road, Worthing, on receipt of foolscap stamped addressed envelope returnable to Headmistress at School.

Modern Languages
Heads of Department

DORSET
HYANNIS MIDDLE SCHOOL
Hayward Road
Weymouth
Required September, 1977, Scale 3 post. Qualified TEACHER with responsibility for French in the school together with general teaching for 9 to 14 year olds. Good new building for 400 with special facilities for music, applicants must be competent pianists. Video School system. Telephone Weymouth 3 Weymouth.
Forms from Area Education Officer, 7 Chapel Road, Worthing, on receipt of foolscap stamped addressed envelope to Headmaster at School.

Music
Other Posts on Scale 2 and above

NORTHAMPTONSHIRE
COUNTY COUNCIL
St George's Avenue, Northampton
Applications are invited from suitably qualified for MUSIC (Scale 2) in Middle School, to take up from January, 1977.
Applicants for this post must be able to take on Year Leadership duties.
Application forms from the Staffing Officer, County Hall, Northampton, stamped addressed envelope, to reach the Director of Education, Office, Parliament Square, Northampton, NN1 2AW, to be returned by 22nd April, 1977.

WEST SUSSEX
WESTERN AREA
SOUTHBOURNE MIDDLE SCHOOL
Emsworth, Sussex, GU30 7HE
(11 to 14 years, intermediate 13-14 pupils)
Required September, TEACHER for COMBINED SCIENCE and MODERN MATHEMATICS with special responsibility for music in the school and ROMAN STUDIES. Good laboratories and accommodation for Music and Drama.
Forms and details from Head at the School on receipt of stamped addressed envelope.

By Subject Classification
English
Other Posts on Scale 2 and above

SUFFOLK
COUNTY COUNCIL
RIVERHILL MIDDLE SCHOOL
Mildenhall
(Co-educational 9 to 13 years)
Headmaster: H. I. Thomas
Required from September, 1977, TEACHER (Scale 2) with English qualifications and interest in teaching Humanities (Group 1 Scale 2).
Further details and application forms available from the Director of Education, Endeavour House, Ipswich, to whom completed applications should be returned by 15th April, 1977.

Other than by Subject Classification
Other Posts on Scale 2 and above

KIRKLEES
METROPOLITAN COUNCIL
BIRKENSHAW MIDDLE SCHOOL
Bradford Road, Gomersall, Cleckheaton, BD19 4RE
Required for September, 1977, an experienced TEACHER to Lead the Year Group (Scale 2) responsibility for Mathematics.
Further details and application forms (stamped addressed envelope) from Headteacher, Birkenshaw Middle School, Bradford Road, Gomersall, Cleckheaton, BD19 4RE.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
CARDINAL HINSLEY R.C. MIDDLE SCHOOL
Grange Hill
Newark, Notts.
Scale 2 post
Headmaster: P. J. McGean
(Ref. 129)
For Reference, TEACHER (Scale Reference for NOTTS. COMBINED SCIENCE and MODERN MATHEMATICS and forms in boys' games on introduction.
Applications (on forms) to the Headmaster, with names of two referees, as soon as possible.

WEST SUSSEX
SOUTHERN AREA
SOUTHLEIGH AREA
SOUTHLEIGH COUNTY (Infs) SCHOOL
Selsey Road, Worthing
Required September, 1977, experienced TEACHER with responsibility for music in the school together with general teaching for 9 to 11 year olds. Good new building for 400 with special facilities for music, applicants must be competent pianists. Video School system. Telephone Worthing 38000.
Forms from Area Education Officer, 7 Chapel Road, Worthing, on receipt of foolscap stamped addressed envelope to Headmistress at School.

Science
Other Posts on Scale 2 and above

DORSET
WEST MOORS MIDDLE SCHOOL
Hightown Lane, West Moors, Ferndown, Dorset, BH22 0JL
Required September, 1977:
SCIENCE TEACHER to lead this new Junior to school, which is expanding from 300 to 400. Accommodation will be available on the School Bailiwick as a suitably experienced candidate will be able to take on Year Leadership duties.
Application forms from the Staffing Officer, County Hall, Dorchester, Dorset, to be returned by 22nd April, 1977.

WEST SUSSEX
WESTERN AREA
SOUTHBOURNE MIDDLE SCHOOL
Emsworth, Sussex, GU30 7HE
(11 to 14 years, intermediate 13-14 pupils)
Required September, TEACHER for COMBINED SCIENCE and MODERN MATHEMATICS with special responsibility for music in the school and ROMAN STUDIES. Good laboratories and accommodation for Music and Drama.
Forms and details from Head at the School on receipt of stamped addressed envelope.

Scale 1 Posts

LINCOLNSHIRE
THE SAINT FRANCIS HILL MIDDLE SCHOOL
Lincoln
ASSISTANT TEACHER
Burnham Scale 1, £2,565 to £3,000
Required for September, 1977, TEACHER to lead Year Group (Scale 1) Special interest in Mathematics and/or Social Studies would be an advantage.
Application forms on receipt of stamped addressed envelope from the Divisional Education Officer, Lincoln Divisional Office, to be returned to the Headteacher, Mr. Francis Hill Middle School, Bristol Drive, Lincoln, not later than 18th April, 1977.

Secondary Education
Headships

BOLTON
METROPOLITAN BOROUGH
LITTLE LEVER SECONDARY SCHOOL
HEAD TEACHER required for September, 1977, for this 11-16 mixed secondary school. The

LONDON BOROUGH OF RICHMOND UPON THAMES

Applications are invited for the post of

HEAD TEACHER

of

ORLEANS PARK SCHOOL

Richmond Road, Twickenham TW1 3BB

(GROUP 10)

This is a mixed, six-form-entry comprehensive school for pupils aged 11 to 16, opened in new buildings in 1973.

Outer London Allowance of £297, and £312 Supplement payable.

Forms and further details (foolscap stamped addressed envelope) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable by Thursday, April 14, 1977.

GLOUCESTERSHIRE

MANOR SCHOOL, EASTCOMBE, Nr. STROUD

(4 F.E., Mixed)

HEAD

required for the beginning of the Autumn Term, 1977, for this 11-17 years School, at present non-selective but due for comprehensive re-organisation.

Burnham Group 8, with 607 pupils on roll.

Application forms and further particulars may be obtained from the Chief Education Officer, Shire Hall, Gloucester, GL1 2TP (please enclose S.A.E.) and should be returned by 18th April, 1977.

City of Birmingham Education Department

HAMSTEAD HALL SCHOOL

Creythorne Avenue, Handsworth Wood, Birmingham B20 1HL

Applications are invited for the post of

HEADTEACHER

(Group II)

to commence duties on 1st September, 1977. Current salary £7,944-£8,568 plus £312 supplement. Further particulars and application forms may be obtained from the Chief Education Officer, Education Office, Schools Branch (West Area), Margaret Street, Birmingham B3 3BU, and should be returned by 13th April, 1977.

There is a scheme for assistance with removal expenses.

BIRMINGHAM CITY COUNCIL

COUNDON COURT MIXED COMPREHENSIVE SCHOOL,

Northbrook Road (1,800 on roll)

Required Autumn Term 1977

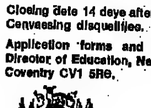
Deputy Head

Group 13

Main areas of work will be Curriculum Development and related organisation, including timetable.

Closing date 14 days after appearance of advertisement. Canvassing disqualifies.

Application forms and further particulars from the Director of Education, New Council Offices, Earl Street, Coventry CV1 5RE.



coventry

SECONDARY Headships continued

CHESHIRE

EDUCATION COMMITTEE
Proposed CHILWELL AND DISTRICT HIGH SCHOOL
Group 9
HEAD TEACHER DESIGNATE
The Heads of both and school are under review. (Chilwell, Nottingham area, Broxtowe)

LEICESTERSHIRE

GRADED 9 HEADSHIP
WHITON ARNISTON
HIGH SCHOOL
A Leicestershire (aged 11 to 14 middle school

HEAD require August, 718 pupils. The post offers (no opportunities for someone with enthusiasm, ideas and imagination, a lively interest in curriculum development, and a concern for the educational needs of the individual child. Vacancy due to the retirement of present Headmaster. Details on request (stamped addressed envelope).

Apply (no forms) with full particulars, and the names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester, LE3 8RF by 12th April, 1977.

ROTHERHAM

Metropolitan Borough of
DEPARTMENT OF EDUCATION
WATH COMPREHENSIVE SCHOOL
11 to 16 Mixed
Approximately 1,000 pupils
Approximately 300 in 6th Form
DEPUTY HEADTEACHER
Applications are invited from successful and well qualified teachers for appointment to the Headship of this 11 to 16 comprehensive school.
Closing date: April 15th, 1977.
Application forms and further particulars available from the Principal Secondary Officer, Education Offices, Municipal Offices, Howard Street, Rotherham, Telephone 3121, ext. 3. Please quote R.G.2. this, Director of Personnel Services.

WOLVERHAMPTON

(Borough Council)
EDUCATION COMMITTEE
Required September, 1977—
HEAD TEACHER
Penstemon Road, Wolverhampton
(Group 12)
Applications are invited from well qualified and experienced TEACHERS for the post of HEAD TEACHER of this co-educational 11 to 18 comprehensive school, opened in 1974 with 1,300 pupils on roll, and a developing sixth form.
A Application forms and further details are available from the Director of Education, Education Offices, St. John's Square, Wolverhampton WV2 4DB, to whom they should be returned within 14 days of this advertisement. (Stamped addressed envelope please.)

Deputy Headships Senior Masters/ Mistresses

AVON COUNTY

CHURCHILL SECONDARY SCHOOL
(Joining Wood, Chilcote Sodbury Near Bristol
We require for September 1977, a Welfare Officer who will be responsible for the pastoral arrangements of this Group 13 Mixed 11-18 Comprehensive School of over 1,100 students.
Will immediately to the Headmaster for full details of this appointment.

BERKSHIRE

WESTWOOD HIGH SCHOOL
(COMPREHENSIVE)
Horne End Lane, Tilehurst, Reading
Head: Mr. J. Ashby
Required September, 1977:
TEACHER of SCIENCE, suitably qualified for September 1977 (Group 10). There are at present 750 pupils on roll, in the full ability range 11-16, and this long established Comprehensive is growing to 1,000 pupils. The Deputy Head will share the management of the school with the present Deputy Headmistress and the Headmaster's duties will be those of responsibility depending on age, special interests or the qualifications appointed.
Lodgings allowance and removal expenses scheme in operation.
Forms and further details from the Headmaster, stamped addressed envelope. Closing date, April 18, 1977.

BROMLEY

London Borough of
LANGLEY PARK SCHOOL FOR BOYS
South Eden Park Road, Beckenham, Kent
1,700 boys—Sixth Form 160—Group 11
Required in September, following promotion to Deputy Headship, a DEPUTY HEAD TO HOLD STUDIES in this four-form entry grammar school, currently reorganising as a six-form entry comprehensive, to take charge of all curricular and pastoral matters.
The Sixth Form has the use of Sixth Form Centre which is shared with the neighbouring Girls' School, facilitating collaboration between the two schools at Sixth Form level is being planned.
The successful candidate will be regarded as part of the school's senior management team.
Salary scale, Outer London Allowance.
Subject to certain conditions, removal and storage expenses, disturbance allowances and grants towards legal expenses are payable to teaching staff appointed from outside the London area.
Further details of the post are available from the Headmaster, Mr. H. J. Plumbridge.
Forms of application, stamped addressed envelope, should be addressed to the Headmaster, quoting reference 11/Sixth Form and the name of the curriculum area (one form) should be sent.

BUCKINGHAMSHIRE

BRAYSE ACOTES DIVISION
WYCOMBE HIGH SCHOOL, CAMPUS, HUGHENDEN
(Group 11)
(1,150 Mixed Comprehensive, increasing 1,500 (13 to 18) Sixth Form of approximately 150)
DEPUTY HEAD is required for September, 1977, to lead responsibility in a 6 form entry Upper Department, for general organisation and curriculum development within the school. The two other Deputy Heads are responsible for Resources and Internal Organisation and Pastoral Responsibility, though all share responsibility for the general welfare and discipline. The present holder of this post has been promoted to a Headship.
The Stanlonbury Campus is the first of a number of large comprehensive schools, conceived by planners of the new city of Milton Keynes. Uniquely, it will provide secondary education for 3,500 students in the age range 13 to 19, distributed through three schools of 1,500 students each. All the schools will share the facilities of an adjacent Central Resource Area on the site in addition to their own premises. As a result of close cooperation with local authorities, large Sports Centre, Theatre, Music Centre, Health Centre, Museum, Colleges, Community Centre, Shopping and recreational facilities are all an integral part of the campus for staff and pupils with the surrounding community.
The first of these comprehensive schools, Stacklands, opened in September, 1973, with 200 students (aged 13/14) and its full numbers have just joined their 7th & 8th forms (G.C.E. successes and University places. Very wide career opportunities for teaching staff will develop as the Campus grows.
Help with housing may be available. Reasonable expenses payable in approved cases.
Applications, as soon as possible to Geoffrey Cookney, M.A., Director, Stacklands Campus, Stacklands, Milton Keynes MK13 8AW, (Tel. Milton Keynes (0908) 314024). Full information will be sent immediately. Please give telephone numbers of referees in your initial application.

CAMBRIDGESHIRE

PETERBOROUGH AREA
JOHN MANSFIELD SCHOOL
Western Avenue
Peterborough, PE1 4HX
Telephone: Peterborough 66010
(Group 9: Roll 675)
(Boarding for September 1977:
Applications are invited for the post of DEPUTY HEAD TEACHER.
Applicants should have the ability to lead and inspire the staff.
The successful applicant will be expected to offer involvement and take responsibility in the whole of the school life.
There is a possibility of assistance being given with housing in appropriate cases.
Further details and an application form may be obtained from the Education Officer, Youth and Community Office, Peterborough PE1 1UU (stamped addressed envelope) to whom they should be returned by 11th April, 1977.

COVENTRY (City of)

WHITLEY PARK MIXED
COMPREHENSIVE SCHOOL
11,660 (Gr 11) Roll
Required September: a well-qualified and, formally experienced TEACHER as Administrative Master/Mistress with particular responsibility for the timetable and examinations, and involvement in curriculum development within the Humanities Area, B.E. Scale.
Closing date: 10 days after the appearance of this advertisement.
Canvassing disqualifies.
Further details from the Headmaster.
Apply by letter giving full details (age, qualifications, experience) and names and addresses of two educational referees to the Headmaster at the school, Brendon Road, Coventry CV3 5AT.

CUMBRIA

EDUCATION COMMITTEE
DOWDALES SCHOOL
Dalton-in-Furness
(Mixed 11-16 Comprehensive 1,050 on roll: Group 10)
DEPUTY HEADSHIP
Required for September, 1977, an experienced and enthusiastic TEACHER to be responsible to the Deputies and to be principally responsible for the daily administration, discipline and buildings of this well-established and successful school. Applicants should have certain administrative skills, a genuine concern for the welfare of staff and pupils, a capacity for exercising drive and initiative and commitment to the concept of a community school.
The successful team is fully involved in the overall management of the school and involved in the curriculum. One plays a leading part in the lively extra-curricular programme.
Further details and application forms (stamped addressed envelope) from the Headmaster, J. M. Turner, M.A., to whom forms should be returned by April 18, 1977.

CUMBRIA

EDUCATION COMMITTEE
Carlisle
(Comprehensive, 11-16 mixed Roll 713: Group 9)
DEPUTY HEAD required for September, 1977.
Applications are invited from suitably qualified and experienced candidates.
Applications and further particulars (Ref. 1/Deputy Head) Director of Education, Carlisle CA3 8AA, to be returned by 12 April, 1977.

DERBYSHIRE

BELPER SCHOOL
High Street, Belper, Opened 1975, purpose-built, to provide for 1,200 pupils aged 11 and community provision.
1st September, 1977:
SENIOR HOUSE TUTOR—Scale 4—
Any experience with considerable autonomy. Responsibility for a house of 150 pupils, form, social activities, course and career guidance, more or less of curriculum, other planning, counselling, communication in English and decision-based social studies. Qualifications desired: Degree, Diploma in Education or all children, appreciation of the variety of schools needs and or social education.
Apply (no forms) to Head (enclose Belper School, Chevin Road, Belper, Derby, naming two referees. Informal enquiries welcome. Applications automatically receivedreferees.

EALING

(London Borough)
EDUCATION ARCHIVED
Re-advertisement
OAKLANDS SECONDARY SCHOOL
Oaklands Road, Hanwell, W7 3QP
DEPUTY HEAD TEACHER required for September, 1977.
Salary Scale (Group 10) plus Allowance and Scale, Priority payment.
The incorporation rates, subject to conditions, are payable. Also, subject to conditions, legal fees for house purchase, removal and travel expenses within London and travel expenses within London for interview.
Application forms (stamped addressed envelope) from Head Teacher to be returned to the Head at Oaklands.

ESSEX

TRYERNS SCHOOL
(Roll 1,800)
Crayfields, Dunham
Telephone: Basildon 22111

HEAD OF YEAR 4
Scale 1 (Salary Range £3,222-£3,777, with qualified experience) Required September, 1977, with qualified experience, post to well-established senior secondary comprehensive school 11 to 18, 6 form entry, housing 1,800 pupils.
Responsibility for pastoral care of Year 4 (approximately 300 pupils) with responsibility for the welfare of pupils in Years 1 and 2 (approximately 300 pupils) in the Lower School.
Liaison with academic departments, parents and outside agencies. This post is not limited to any subject area.
London Fringe Allowance of £150 per annum payable.

St. BENEDICT'S R.C. 11-18 COMPREHENSIVE
(Roll 630)
Norman Way, Leades Road, Colchester
Telephone: Col. 46223

This is a developing 4 form entry Catholic Comprehensive School and application are invited for this new post, accreditated by our consultants.

SECOND MISTRESS/MASTER
(Deputy Head Scale)

Applicants should have held a position of sufficient responsibility which enables them to participate fully in the organisation and management of the school. She/he will share responsibility for the curricular, administrative and pastoral systems within the school but the emphasis would be in the area of giving pastoral care and the teaching of religion.

SENIOR YEAR TUTOR
SCALE 3 OR 4

Applicants should be qualified and experienced with a significant part in organising school administration but sufficient day to day responsibility for the Pastoral System should be based upon Year Groups. Ability to offer help or take responsibility in the fields of Girls Careers, the teaching of religious and/or remedial education would be welcomed.

Application forms and further particulars may be obtained from the Head of the School (stamped addressed envelope) to whom completed applications should be returned.

HAMPSHIRE

DANEHAGE SCHOOL
Romsey Road, Winchester
(11 to 16 Comprehensive Girls—
DEPUTY HEAD TEACHER required for this Group 10 School.
Successful candidate will share in organisation and management of school and have special responsibility for Pastoral Care and Heads for pastoral welfare and discipline of school.

HAVERING

(London Borough of)
DEPUTY HEADMISTRESS
THE CHAFFORD SCHOOL
(Roll 900 Girls aged 11-18)
Lambs Lane, Rainham RM13 9XD
Required September, 1977:
DIRECTOR OF STUDIES
Teacher Scale 4 who will have wide curricular responsibility, a keen interest in youth work as well as a sympathetic understanding of opportunities for continuing education. Salary Scale Point 1 on the top of the Deputy Headship, between £6,222 and £6,777.
There is a scheme for assisting with removal expenses.
Please apply by letter to Head Teacher giving full curriculum vitae and supply two referees.

HERTFORDSHIRE

(COUNTY COUNCIL)
DACORUM DIVISION
HIGHFIELD SCHOOL
Fletcher Way, Hemel Hempstead
For September, 1977:
DEPUTY HEAD (Group 10)
HEAD TEACHER for this all-ability mixed school (730 pupils).
Details and application forms from the Headmaster.
Remote expenses and help with housing may be available.

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
OLD TONBRIDGE HIGH SCHOOL
Houghton Lane, Leeds, Maidstone
SECOND MASTER/MISTRESS required for September, 1977.
Salary Scale Point 1 on the Deputy Head Scale (£6,222-£6,777) plus 12-forms-entry lateral school allowance. Mixed 11-18 comprehensive school of 1,500 pupils, 300 in the sixth form.
Applicants should be well qualified and experienced teachers with a strong interest in the pastoral care of children, preferably with the ability to take responsibility for the curriculum of Mathematics.
Applicants should work closely with the two Deputy Heads, Senior and Head of Upper School and the Headmaster.
It is anticipated that higher duties would include a special responsibility for sixth form education.
Further Secretary of Probationary Teachers and Students, but the exact point of responsibility will depend upon his/her interests and aptitudes.
Application form and further details available from the Headmaster (stamped addressed envelope).

NOTTINGHAMSHIRE

COUNTY COUNCIL
EDUCATION DEPARTMENT

Applications are invited from suitably qualified TEACHERS for the following post:

TARGET COMPREHENSIVE SCHOOL
Farborough Road, Clifton, Nottingham NG11 9AE.
Headmaster: G. Howell, B.A.
(Mixed: 1,600: 11 to 18)

For September, SENIOR MASTER/MISTRESS (Group 13) as DIRECTOR of STUDIES responsible for the construction and coordination of the curriculum, working with the Deputy Teacher, management team and year coordinators. He or she will be responsible for the school timetable, and should be interested in computer timetabling techniques. Other duties will be considerable responsibility in a wide-ability comprehensive school which is now entering an exciting new phase of development. Further details will be sent on request.

Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

NOTTINGHAMSHIRE

COUNTY COUNCIL
EDUCATION DEPARTMENT

Applications are invited from suitably qualified teachers for the following post:

SHERWOOD HALL UPPER SCHOOL
Stuart Avenue, off Frost Town
Hucknall, Notts NG15 8AB
Headmaster: D. L. Penfold, B.Sc.
Mixed: 1,100

For September, DEPUTY HEAD (Group 11) for the oversight of pastoral care in this developing comprehensive school.
Forms and further details from the Headmaster.
Applications, with the Headmaster's name of two referees, as soon as possible.

RICHMOND UPON THAMES

(London Borough of)
GREY COURT SCHOOL
11 to 16 Mixed Comprehensive
Ham Street, Ham TW10 7RN

Applications are invited for appointment as DEPUTY HEAD (Group 10).
Salary Scale Allowance of £297 and £312 Supplement payable.
Forms and further particulars (Ref. 1/Deputy Head) Director of Education, Temp Direct-ate, Regal House, Twickenham, TW1 3QB, to whom they should be returned by Twelve, 14th April.

SHEFFIELD

EDUCATION COMMITTEE
HIGH COMMON SCHOOL
Tom Cribb, Sheffield 5G
(11 to 16 Mixed Comprehensive)
ASSISTANT HEAD TEACHER, Group 3 required for this newly opened school which will open in September, 1977, with an initial intake of 120 11-year-olds.
The person appointed will be expected to participate in the development of a new curriculum, including a comprehensive guidance system, to be

SECONDARY Deputy Headships continued

LONDON, N.W.1

ROYAL BOROUGH OF CHICHESTER
Parish
Pimlico Street, N.W.1
(Mixed Roman Catholic Voluntary Aided Secondary School of 500 boys and girls)
DEPUTY HEAD
Priester qualified and experienced Roman Catholic teacher required for September 1977 to share responsibility for administration, organisation and curriculum development in a vibrant and growing school.
Salary Scale Point 1 on the Deputy Head Scale £6,222-£6,777 plus London Allowance £297 plus £312 London Allowance Supplement.
Application forms from the Clerk to the Governors.

LONDON, S.E.12

COLE'S SCHOOL
(Formerly Grammar Technical Bushey Hill Road
(Independent 540 boys
(Independent and well-qualified teachers required for MIDDLE SCHOOL (Years 1 and 2) and Assistant Master with pastoral responsibilities. Also to take over responsibility for the teaching of English, preferably with experience of teaching English to Sixth Form. Also to take charge of Bilingual academic education. Successful candidate will be responsible for the welfare of all children, responsibility for the unity of schools needs and or social education.
Apply (no forms) to Head (enclose Bolton School, Chilham Road, Bolton Street, naming two referees. Informal enquiries welcome. Applications automatically receivedreferees.

LONDON, W.7

EALING (London Borough)
EDUCATION ARCHIVED
Re-advertisement
WALTHAM HOUSE SCHOOL
Oaklands Road, Hanwell, W7 3QP
DEPUTY HEAD TEACHER required for September, 1977.
Salary Scale (Group 10) plus Allowance and Scale, Priority payment.
The incorporation rates, subject to conditions, are payable. Also, subject to conditions, legal fees for house purchase, removal and travel expenses within London and travel expenses within London for interview.
Application forms (stamped addressed envelope) from Head Teacher to be returned to the Head at Oaklands.

ESSEX

TRYERNS SCHOOL
(Roll 1,800)
Crayfields, Dunham
Telephone: Basildon 22111

HEAD OF YEAR 4
Scale 1 (Salary Range £3,222-£3,777, with qualified experience) Required September, 1977, with qualified experience, post to well-established senior secondary comprehensive school 11 to 18, 6 form entry, housing 1,800 pupils.
Responsibility for pastoral care of Year 4 (approximately 300 pupils) with responsibility for the welfare of pupils in Years 1 and 2 (approximately 300 pupils) in the Lower School.
Liaison with academic departments, parents and outside agencies. This post is not limited to any subject area.
London Fringe Allowance of £150 per annum payable.

HAVERING

(London Borough of)
DEPUTY HEADMISTRESS
THE CHAFFORD SCHOOL
(Roll 900 Girls aged 11-18)
Lambs Lane, Rainham RM13 9XD
Required September, 1977:
DIRECTOR OF STUDIES
Teacher Scale 4 who will have wide curricular responsibility, a keen interest in youth work as well as a sympathetic understanding of opportunities for continuing education. Salary Scale Point 1 on the top of the Deputy Headship, between £6,222 and £6,777.
There is a scheme for assisting with removal expenses.
Please apply by letter to Head Teacher giving full curriculum vitae and supply two referees.

HERTFORDSHIRE

(COUNTY COUNCIL)
DACORUM DIVISION
HIGHFIELD SCHOOL
Fletcher Way, Hemel Hempstead
For September, 1977:
DEPUTY HEAD (Group 10)
HEAD TEACHER for this all-ability mixed school (730 pupils).
Details and application forms from the Headmaster.
Remote expenses and help with housing may be available.

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
OLD TONBRIDGE HIGH SCHOOL
Houghton Lane, Leeds, Maidstone
SECOND MASTER/MISTRESS required for September, 1977.
Salary Scale Point 1 on the Deputy Head Scale (£6,222-£6,777) plus 12-forms-entry lateral school allowance. Mixed 11-18 comprehensive school of 1,500 pupils, 300 in the sixth form.
Applicants should be well qualified and experienced teachers with a strong interest in the pastoral care of children, preferably with the ability to take responsibility for the curriculum of Mathematics.
Applicants should work closely with the two Deputy Heads, Senior and Head of Upper School and the Headmaster.
It is anticipated that higher duties would include a special responsibility for sixth form education.
Further Secretary of Probationary Teachers and Students, but the exact point of responsibility will depend upon his/her interests and aptitudes.
Application form and further details available from the Headmaster (stamped addressed envelope).

NOTTINGHAMSHIRE

COUNTY COUNCIL
EDUCATION DEPARTMENT

Applications are invited from suitably qualified teachers for the following post:

BLOOMSBURY SCHOOL
Bloomsbury Lane, Carlton, Nottingham NG4 1AE.
Headmaster: E. Howell, B.A.
(Mixed: 1,600: 11 to 18)

For September, SENIOR MASTER/MISTRESS (Group 13) as DIRECTOR of STUDIES responsible for the construction and coordination of the curriculum, working with the Deputy Teacher, management team and year coordinators. He or she will be responsible for the school timetable, and should be interested in computer timetabling techniques. Other duties will be considerable responsibility in a wide-ability comprehensive school which is now entering an exciting new phase of development. Further details will be sent on request.

Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

NOTTINGHAMSHIRE

COUNTY COUNCIL
EDUCATION DEPARTMENT

Applications are invited from suitably qualified teachers for the following post:

SHERWOOD HALL UPPER SCHOOL
Stuart Avenue, off Frost Town
Hucknall, Notts NG15 8AB
Headmaster: D. L. Penfold, B.Sc.
Mixed: 1,100

For September, DEPUTY HEAD (Group 11) for the oversight of pastoral care in this developing comprehensive school.
Forms and further details from the Headmaster.
Applications, with the Headmaster's name of two referees, as soon as possible.

RICHMOND UPON THAMES

(London Borough of)
GREY COURT SCHOOL
11 to 16 Mixed Comprehensive
Ham Street, Ham TW10 7RN

Applications are invited for appointment as DEPUTY HEAD (Group 10).
Salary Scale Allowance of £297 and £312 Supplement payable.
Forms and further particulars (Ref. 1/Deputy Head) Director of Education, Temp Directorate, Regal House, Twickenham, TW1 3QB, to whom they should be returned by Twelve, 14th April.

SHEFFIELD

EDUCATION COMMITTEE
HIGH COMMON SCHOOL
Tom Cribb, Sheffield 5G
(11 to 16 Mixed Comprehensive)
ASSISTANT HEAD TEACHER, Group 3 required for this newly opened school which will open in September, 1977, with an initial intake of 120 11-year-olds.
The person appointed will be expected to participate in the development of an appropriate curriculum, and duties to be responsible for the welfare of pupils. Further duties will include liaison with parents and primary schools and development of links with the community at large.
High interest in a primary-sixth school setting would be an advantage. The school is situated in an area which has undergone a change of population from a mixed inner and outer city to a mixed suburban and country population (eight miles from the City Centre).
Further details and application forms may be obtained from the Chief Education Officer, Qualified Education Department (Ref. M/1), City Hall, Sheffield S1 2HH (forms to be returned by 1st April, 1977).

SOMERSET

COUNTY COUNCIL
WEST MONKTON
PRIMARY SECONDARY SCHOOL
Taunton
An academically well-qualified teacher of English is sought for this Group 11 reorganised Secondary Modern School. Some experience of responsibility for curriculum planning for the 11 to 16 Comprehensive School to be established in 1979.
Applicants should have substantial experience of teaching ability pupils. Secondary education in the area is due to be reorganised in 1979 into a 11-16 comprehensive. Mistress would be involved in planning for this change, taking, for the next working as Second Master/Mistress, some responsibility for the curriculum, with responsibility for the development of English.
Salary Scale Point 1 on the Deputy Headship, plus London Allowance and Fringe Allowance, if appropriate.
Application forms and details available from the Director of Education, Education Offices, Taunton.
Stamped addressed envelope from the Head of Upper School.

SUFFOLK

COUNTY COUNCIL
THURLSTON HIGH SCHOOL
Bedfa Road, Ipswich, IP1 6AH
(11 to mixed)
Headmaster: Mr. P. A. Branville
DEPUTY HEAD TEACHER required September, 1977, when this Area Secondary School becomes 11 to 16 Comprehensive School. The Roll will expand gradually from 850 to 1,300 pupils.
Well-qualified and experienced TEACHER to share in the Curriculum Co-ordination and liaison responsibility in the Widely Qualified Secondary Skill Class Teaching.
Salary Scale Point 1 on the Deputy Headship Scale.
Application forms and details available from the Head at the School, stamped addressed envelope, please.

SURREY

CATHOLICON HIGH SCHOOL
THE HOVE
Middlemore Road, Catshalton
Required September, 1977, or before:
Applications are invited for the post of DIRECTOR of STUDIES and Senior Teacher Scale 3 who will have wide curricular responsibility, a keen interest in youth work as well as a sympathetic understanding of opportunities for continuing education.
Salary Scale Point 1 on the top of eight-country amalgamation (eight miles from the City Centre).
Further details and application forms may be obtained from the Chief Education Officer, Qualified Education Department (Ref. M/1), City Hall, Sheffield S1 2HH (forms to be returned by 1st April, 1977).

WAKEFIELD (City of)

METROPOLITAN DISTRICT COUNCIL
ST. THOMAS A BECKET
CATHOLIC 11-16 COMPREHENSIVE SCHOOL
(710 on roll: Group 9)
DEPUTY HEAD TEACHER required for September, 1977, to be responsible for pastoral administration and pastoral duties in the school.
Honours for application forms and further details (accompanied by a stamped addressed envelope) should be addressed to the Education Officer, Wakefield, Wakefield, to whom they should be returned within 14 days.

WOLVERHAMPTON

(Borough Council)
EDUCATION COMMITTEE
Required September, 1977—
HEAD TEACHER
Penstemon Road, Wolverhampton
(Group 12)
Applications are invited from well qualified and experienced TEACHERS for the post of HEAD TEACHER of this co-educational 11 to 18 comprehensive school, opened in 1974 with 1,300 pupils on roll, and a developing sixth form.
A Application forms and further details are available from the Director of Education, Education Offices, St. John's Square, Wolverhampton WV2 4DB, to whom they should be returned within 14 days of this advertisement. (Stamped addressed envelope please.)

WOLVERHAMPTON

(Borough Council)
EDUCATION COMMITTEE
Required September, 1977—
HEAD TEACHER
Penstemon Road, Wolverhampton
(Group 12)
Applications are invited from well qualified and experienced TEACHERS for the post of HEAD TEACHER of this co-educational 11 to 18 comprehensive school, opened in 1974 with 1,300 pupils on roll and a developing sixth form.
A Application forms and further details are available from the Director of Education, Education Offices, St. John's Square, Wolverhampton WV2 4DB, to whom they should be returned within 14 days of this advertisement. (Stamped addressed envelope, please.)

Other Posts on Scale 2 and above

ENFIELD

(London Borough of)
EDUCATION COMMITTEE
SOUTHGATE SCHOOL
(Mixed Comprehensive)
Bussey Way, Cockfosters, Herts
TEACHER in charge of (11 HEADSHIP) EDUCATIONAL (2) responsible for development of courses for boys and girls of the 14 selected pupils.
Scale 2 for teacher with relevant experience and qualifications.
London Allowance Supplement £297 per annum.
Temporary housing (up to two years) 100 per cent removal expenses (£800 maximum), relocation bonus (£500) lodging allowance where appropriate.
Application forms obtainable from the Headmaster, to whom they should be returned as soon as possible.

Remedial Posts

Heads of Department

BRADFORD (City of)

METROPOLITAN COUNCIL
TEACHERS IN CHARGE (TWO HEADS OF REMEDIAL SCHOOL FOR BOYS, GIRLS
See under Special Education Heads of Department.

HERTFORDSHIRE

COUNTY COUNCIL
ST. ALBANS DIVISION
HOLMWOOD SCHOOL
Grampian Road, St. Albans
Big boys: 110 in Sixth Form
HEAD OF REMEDIAL EDUCATION (Scale 3) required September to establish and develop remedial education in this former grammar school, with responsibility as an all-ability school. Suitably experienced candidates will be required to take substantial share of normal class teaching.
Apply to the Head teaching (no forms).

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
ST JOHN'S HIGH SCHOOL
Newington Road, Sittingbourne Kent
HEAD OF REMEDIAL DEPARTMENT, Scale 3 for this Newsom Type Mixed 11-16 Secondary Modern. The Commissioners Education Department is well-qualified with considerable study carried out by the proposed Remedial Teacher who has been appointed to Deputy Headship, Possibility of being given other responsibilities with examination coordination and Sixth Form Studies. Included School Day scheme for Remedial Education is under consideration.
Applications forms and details available from the Director of Education, Education Offices, Maidstone, Kent, to whom they should be returned within 14 days of this advertisement.
Applications by letter to the Headmaster at the School.

NOTTINGHAMSHIRE

COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from well qualified TEACHERS for the following post:
HUMBERSTONE COMPREHENSIVE SCHOOL
Newbigging Street, Hinckley, Nottingham (0115 3N)
Headmaster: C. Calder, B.A.
(Mixed: 1,075, 11 to 18)
HEAD OF REMEDIAL DEPARTMENT
(Scale 3) to organise the work with the slow learners and other pupils with learning problems.
Further details from the Headmaster.
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

NOTTINGHAMSHIRE

COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
KIRKBY COMPREHENSIVE SCHOOL
Care of Morven Park Infants' School, Kirkby in Ashfield, Nottingham
Headmaster: Trevor Hill, M.Ed.
Mixed: 210, rising to 1,500
(Group 9)
HEAD OF REMEDIAL (Scale 3) for 127 secondary school opening in September.
Thorough knowledge of remedial approaches and an ability to advise all staff on matters relating to slow learners.
Details available from Headmaster.
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

SHEFFIELD

EDUCATION COMMITTEE
HIGH COMMON SCHOOL
Richmond Road, Sheffield S13 8DE
A 11-16 Comprehensive
HEAD OF REMEDIAL, Scale 3, required for September, 1977, to organise a small innovative remedial unit, working in close liaison with the other senior departments.
Further details and application forms are available (on receipt of stamped addressed envelope) from the Head Teacher, to whom completed forms should be returned by 15th April, 1977.

STAFFORDSHIRE

EDUCATION COMMITTEE
CHADSMOOR COMPREHENSIVE SCHOOL
Cannock
Wallfield Road, Cannock, Wallfield
Roll 1,000
Required for September, 1977, HEAD OF REMEDIAL DEPARTMENT (Scale 3) to be appointed to the post of accommodation in 1978 and expected to 13 to 18 Upper School, then into both Upper School and Remedial in the academic, pastoral and sporting life of the school.
Applications forms are available from the Headmaster, to whom they should be returned to the Headmaster at the school.

WOLVERHAMPTON

EDUCATION COMMITTEE
EDUCATION COMMITTEE
COVENTRY PARK SCHOOL
Penstemon Road, Wolverhampton, W. L. Lee, B.Sc.
(Group 12)
HEAD OF BASIC SKILLS (Scale 3) to organise a Remedial Work Unit, a Science Workroom and a first year Home Economics Kitchen.
A well-qualified and experienced teacher is required to lead and develop a department responsible for Remedial Development Education and Basic Skills enhancement throughout the school.
Application forms and further details available from the Director of Education, Education Offices, Wolverhampton WV2 4DB, to whom they should be returned within 14 days of this advertisement. (Stamped addressed envelope, please.)

Other Posts on Scale 2 and above

LSSEX

BASILDON & BILLERICAY AREA
SECONDARY TERTIARY
TEACHER IN CHARGE
ASSISTANT
Scale 2
Has time for pupils aged 11 to 16 years who for one reason or another have failed to make a success of life in a mainstream school. It is to be open in September, 1977. Pupils will usually be referred to the unit as a result of referral by the Head Teacher and the Educational Psychologist and attendance will normally be full-time for a limited period of four weeks.
Time Allowance of £186 per annum payable. Present allocation is for 1 teacher for 24 pupils.
For further particulars please telephone Basildon (0268) 21 or write to the Area Education Officer, The Hub, Church Road, Basildon, Essex.

HAMPSHIRE

ADMIRAL SCHOOL
Admiral Road, Hilsea, Hants
(Number on roll 1,000)
Required for September, 1977:
DEPUTY HEAD (Education, Within Remedial and Special Studies Department)
Responsibility for Years 1 and 2.
Applicants should be experienced in dealing with children.

MANSFIELD

QUEEN ELIZABETH'S GIRLS SCHOOL
Woodhouse Road, Mansfield, Notts
(Voluntary Aided Comprehensive) since 1976: Roll in September 1977 496 girls
Required in September: a REMEDIAL EDUCATION TEACHER for Queen Elizabeth's Girls' Upper Comprehensive School, which is based upon an old grammar school but will from September, 1977 serve all the three years of the main school requiring remedial help. The successful candidate will be on an equal status and salary with a teacher with experience of work of this nature is required.
A Scale 2 post is available and for exceptional experience and ability promotion to Scale 3 would be possible.
Please apply by letter to the Headmistress of the school as soon as possible giving a full curriculum vitae and the names of two professional referees.

NEWHAM

(London Borough of)
TRINITY SCHOOL
Barking Road, London, E16 4HD
(roll 1,167 boys
Head Teacher: Mr. G. Johnson, B.Sc.
DEPUTY HEAD (Scale 2)
An experienced TEACHER of REMEDIAL EDUCATION with considerable Boys School.
Interest and experience in teaching of numeracy of remedial level and/or Primary school experience would be an advantage. The successful applicant could be expected to lead and be second in charge of the department in multicultural context.
Time to tutor and discipline of this school are good and preliminary work in prescribed curriculum is organised. Interested applicants should contact the Headmaster: Tel. 01-470 4018.
Burnham Scale Point 1 (Scale 2) plus London Allowance £297, plus Scale 2 Priority Allowance £312 or £279.
Application forms may be obtained from the Headmaster to whom they should be returned as soon as possible.
J. S. White, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, London E15 4BQ.

Scale 1 Posts

BROMLEY

(London Borough of)
BEAVERWOOD SCHOOL FOR BOYS
High Street, Bromley BR2 0AP
(751 Boys)
Required for September 1977: a TEACHER to work in the Remedial Department.
Salary Scale 1 (Scale 2) Priority Allowance £279.
A well qualified and experienced teacher to lead this unit which is largely Developmental, with the aim of enabling children to be fully integrated into the teaching of normal ability groups.
Application form (stamped addressed foolscap envelope required) from Headmaster, returnable by 7th April.

HAMPSHIRE

SOUTH-EAST AREA
COWPLAIN COMPREHENSIVE SCHOOL
Cowplain, Hants
Horn Park Avenue, Cowplain, Portsmouth PO8 8HR
Comprehensive (Mixed 11 to 18 1,400 on Roll)
Required for September 1977: REMEDIAL WORK in the TEACHING DEPARTMENT.
Scale 1
Stamped addressed envelope to the Head for details.

HAMPSHIRE

THE DYNHOLT SCHOOL
Leigh Road, Eastleigh SO5 2AS
(11 to 16 Comprehensive Mixed on Roll 1,050)
Scale 1—REMEDIAL Clerk (Ab INTAKE HIGH SCHOOL)
Salary allowance payable to teaching staff appointed from outside the London Area.
Applications by letter should be sent as soon as possible to the Headmaster with full personal and professional details and the names and addresses of two referees mentioning their occupation and status.

CORNWALL

EDUCATION COMMITTEE
Force is a school for removal expenses.
TEACHER
Lostwithiel School, Lindenin
Comprehensive (11 to 18 Mixed)
Headmaster: A. L. Hayward, B.Sc.
REMEDIAL SPECIALIST in remedial for one

SECONDARY
Art and Design
continued

BERKSHIRE

WARFIELD CHURCH SCHOOL
Dunnock Avenue, Woodley.
Reading RG5 3HU

Developing mixed 11 to 18 comprehensive school in new purpose-built premises. Art is popular and we anticipate AIM 25 ACHIEVEMENT with a particular interest in fabric printing and design. The school has a new purpose-built Design Centre.

Tuition and further details from the Headmaster (stamped addressed envelope). Please quote ref: DSA 1976. Closing date 2nd May 1977.

CAMBRIDGESHIRE

HUNTINGDON AREA SAWTRY VILLAGE SCHOOL
Sawtry, Huntingdon, Cambs.
1400 on roll, 11 to 16 Comprehensive

A versatile SO SPECIALIST/GENERALIST Scale 1, is required for September to join an Art Department of two within a thriving Upper Course As a Rural 10 a 310 area, the successful candidate will be expected to make a general contribution to the life of the school, including the village college serves 50 rural villages north of Huntingdon and teaching here is demanding as well as rewarding.

Application forms and further details available from the Warden on receipt of a stamped addressed envelope to whom they should be returned as soon as possible.

WALSALL
Metropolitan Borough Education Committee

Required for September, 1977, a Teacher to act as

Co-ordinator of the Home Teaching Service

The successful candidate will be based at the Child Guidance Centre and in addition to his/her co-ordinating role will be expected to work closely with the principal Educational Psychologist and in particular to take responsibility for teaching at the Centre pupils who are temporarily unable or incapable of attending normal schools.

A Scale 2 or 3 post will be available depending on qualifications and experience.

Application forms obtainable from the Director of Education, Education Department, Civic Centre, Darwall Street, Walsall WS1 1DG, to whom they should be returned by Wednesday, 13th April, 1977.

SECONDARY SCHOOLS

Barr Beacon Comprehensive School, Old Hall Lane, Aldridge, Walsall.
Required for September, 1977

Head of Middle School, Scale 4

The post entails responsibility for the academic progress, discipline and welfare of children in Years 3 and 4; involvement in the guidance work associated with option choice and careers work. This is a key senior staff position and requires a person of good academic qualifications and notable personal attributes.

English Teacher, Scale 3

Second in Department. Experienced teacher to share in running a large department; teaching to 'A' level.

Home Economics Teacher, Scale 1

Required as soon as possible to join an active and interesting Department. Candidates should also be able to teach Needlework to younger pupils.

Brownhills Comprehensive School, Deakin Avenue, Brownhills, Walsall.
Required for September or earlier

Physics Teacher

to teach the subject to C.S.E. and 'O' level. 'A' level classes could be available for a suitably experienced and qualified teacher, and the successful applicant would be expected to teach some Lower School Science. An ability to teach Chemistry would be an advantage.

Queen Mary's Grammar School, Sutton Road, Walsall WS1 2PG

Deputy Head

to the Head Designate of a proposed reorganised mixed school incorporating the present Grammar School for Boys and High School for Girls. The appointment will take effect from September, 1977, and will carry initially a Group 19 allowance (£5,985-£6,812). Full particulars may be obtained from the Headmaster.
Required for September, 1977

Graduate Teacher in Physics

to teach up to 'A' level in a strong and progressive department. Some teaching in Junior Combined Science could be offered. The post carries a Scale 1 allowance and offers useful experience to a teacher seeking a first appointment.

The Sheffield School, Broad Way, High Heath, Pelsall, Walsall.

Two Teachers of English, Scale 1

To teach at all levels. One teacher is required for Summer Term and the second one is required to start in September.

Aldridge School, Tyninge Lane, Aldridge, Walsall

English Teacher

To teach to Years 1—5. Required for 1st May, 1977, or as soon as possible. Aldridge School is a 10-form entry fully Comprehensive school with a large sixth form. The English Department is housed in a suite of 7 rooms and has routine access to a hall.

Applications for the above mentioned posts by letter to the Head Teacher giving details of qualifications and experience and the names and addresses of two referees.

St. Francis of Assisi R.C. Comprehensive School, Erdington Road, Aldridge, Walsall
Re-advertisement. Group 11, 11-16 Comprehensive.
Required as soon as possible

Qualified Roman Catholic Teacher

for Religious Studies, Scale 1. Public examination work available.

Application forms and further details at the school may be obtained by telephone (Aldridge 52885). Completed forms to the Clerk to the Governors, c/o the school as soon as possible.

St. Thomas More R.C. Comprehensive School Bilston Road, Willenhall

Teacher of French, Scale 1

Required for the start of the Summer Term or as soon as possible after.

Application forms obtainable from Rev. P. J. Taylor, St. Mary's, The Mount, Yiscrage Walk, Walsall, to whom they should be returned as soon as possible.

LINCOLN
Lincoln Borough of
LINCOLN CITY CONSORTIUM
BOURNE HILL SCHOOL
Bracebridge Heath, Lincoln, NG4 4AD
Upper School (11 to 14 age group) which the Bracebridge Comprehensive Boys' Sch.

TEACHER required for April to take charge of Craft, Craft-optional workshop and collaborate with other teachers in active Art Department. Facilities 1-3 for wood, metal, plastic and fibre glass.

This is a temporary post for the summer term only.

London Allowance (£297 per annum) payable.

Application forms (stamped addressed envelope) obtainable from the Headmaster or School. Have should be returned as soon as possible.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TONBRIDGE AND MALLING DIVISION

HAYSLIPHOOK SECONDARY BOYS' SCHOOL
Hook Street, Tonbridge, TN9 2HB
Required for September 1977:
TEACHER to teach Art throughout the school up to C.S.E. and O.L.E. up Level. The department is purpose-built accommodating offers a range of skills including Pottery, Printing and Textiles. The ability to extend the pottery online and leadership ability would be an advantage. (Post suitable for an assistant or experienced teacher).

Details of school and application forms from Headmaster at the above address (stamped addressed envelope).

LINCOLNSHIRE
Assistant TEACHER
NORTH PARK HIGH School.
Lincoln
Burnham Scale 1 £2,505 to £4,056
Number on roll 730
Required for September 1977:
TEACHER to teach Art throughout the school up to C.S.E. and O.L.E. up Level. The department is purpose-built accommodating offers a range of skills including Pottery, Printing and Textiles. The ability to extend the pottery online and leadership ability would be an advantage. (Post suitable for an assistant or experienced teacher).

Details of school and application forms from Headmaster at the above address (stamped addressed envelope).

LINCOLNSHIRE
THE NORTH KESTEVEN SCHOOL
(Number on roll 1,550)
ASSISTANT TEACHER
Burnham Scale 1 £2,505 to £4,056
Required from September, 1977, a TEACHER of Art. This is a Scale 1 post, entirely suitable for experienced teachers or now entrants to the profession. Art is taught to all pupils in the first three years and Humanities to pupils in 4, 5 and 6 forms and A level and O.L.E. There are four purpose-built Art rooms. The school is fully comprehensive and is situated in North Hykeham, a residential area one mile south of the Lincoln city boundary.

Application forms and further particulars are obtainable from the Headmaster at The North Kesteven School, Moor Lane, North Hykeham, Lincoln, LN6 9AD, on receipt of a stamped addressed envelope. Closing date 29th April, 1977.

LONDON
NOTRE DAME COMPREHENSIVE GIRLS' SCHOOL
8 Halloween Park Road, London SW5 4BH
Voluntary Aided 1830 girls:
Required for Summer Term, 1977, part-time ART TEACHER (.4) (of one free period).

Apply in writing to the Clerk to the Governors at the above address.

NEWCASTLE upon Tyne
EDUCATION COMMITTEE
HENTICLD SCHOOL
Required for 1st September 1977: a suitably qualified and experienced TEACHER for appointment to a Scale 1 post for ART SPECIALIST to work mainly in Pottery at this County Comprehensive School for 1,000 pupils between the ages 11 to 18 years.

Application forms obtainable from the Director of Education, Civic Centre, Newcastle upon Tyne, NE1 8HU, to be returned to the Headmaster, Benfield School, Benfield Road, Newcastle upon Tyne, NE6 4NU, as soon as possible.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
GREAT YARMOUTH GRAMMAR SCHOOL
Stanley Road, Great Yarmouth
Required for Half Term 1977:
TEACHER for ART throughout the school. Special interest in print making and textiles an advantage.

Applications with curriculum vitae and the names of two referees and stamped addressed envelope if you require an acknowledgement) should be sent as soon as possible to the Headmaster, Michael Scholey, Stanley Road, Great Yarmouth.

NORTH YORKSHIRE
County of
RICHMOND SCHOOL
(Comprehensive)
(Ages 11-18; 1,380 pupils—Sixth Form 170)
Required for September, 1977:
TEACHER for ART throughout the school. Special interest in print making and textiles an advantage.

Applications with curriculum vitae and the names of two referees and stamped addressed envelope if you require an acknowledgement) should be sent as soon as possible to the Headmaster, Michael Scholey, Stanley Road, Great Yarmouth.

RICHMOND, UPON THAMES
London Borough of
WALDEGRAVE SCHOOL
(11-19 Mixed Comprehensive)
Form Road, Twickenham.
(Enrolment 1,972 pupils)
Required for September, 1977:
TEACHER of Art, Scale 1.
This post is an additional post, a promotion opportunity and an advantage (convolved) from Director of Education, Regal House, Twickenham Road, Twickenham TW1 3QB (stamped addressed envelope) to the Headmaster at the School by Tuesday, 12th April.

SHROPSHIRE
EDUCATION COMMITTEE
WREKIN SCHOOL
Sutton Road, Oswestry, Salop
For September, 1977: 2 Art and Craft Teachers (Scale 1 and 2) share responsibility for the school and up to O.L.E. level.

Further details (send stamped addressed envelope) from Head Teacher.

SUTTON
London Borough of
THE HOLY DUCHESS HIGH SCHOOL
(Girls 11-18)
Cheam Road, Wallington, Surrey
(The Royal Academic Sixth Form of 160)
Sister of Surrey Green Belt and within easy reach of Central London)
Required for September in this Girls' Comprehensive Secondary School:
TEACHER of Art (Craft and allied areas) to teach throughout the school, up to and including the Sixth Form. Foundation course, CSE, GCE numbers and Advanced level at both Ordinary and Advanced levels. The department consists of a team of two and is supported by a full time technician.

Scale 1 London Allowance £297.

Applications (job forms) to the Headmaster with curriculum vitae and names and addresses of two referees (stamped addressed envelope).

BUCKINGHAMSHIRE
Buckinghamshire County Council
Stoke Mandeville Secondary School
Stoke Road, Aylesbury, Bucks.
Tel. 0296 82 3 2 3
Mixed 11-18 Comprehensive
Required for September, 1977:
TEACHER of Art to teach throughout the school. Special interest in pottery or textiles, and ability to share the teaching through two years of the 11-14 course and A-level, including History of Art.

Applications (with curriculum vitae and the names of two referees) should be sent as soon as possible to the Headmaster, Michael Scholey, Stanley Road, Great Yarmouth.

TRAFFORD
Metropolitan Borough of
EDUCATION COMMITTEE
BOWDON HIGH SCHOOL
Bowdon, Cheshire WA14 3NB
Tel. 061-973 3217
Mixed 11-18
Required for September, 1977: Applicants should preferably have been trained in pottery, design or sculpture and have a particular enthusiasm interest in the development of courses in three-dimensional design and craft.

Application forms, available from the Head, the above address should be returned as soon as possible.

WALTHAM FOREST
London Borough of
EDUCATION COMMITTEE
The Borough is within easy access of Central London and bordered by Epping Forest, London addition to salary payable.

Required for September, 1977:
WILLOWFIELD HIGH SCHOOL
Queen Avenue, London E17 6JL
Headmaster: Mr. A. Foster
ART and CRAFT TEACHER is required for this mixed comprehensive (11-18 years, 1365 on roll, 12 to 16 years). Well established department with excellent facilities. An interest in drama an advantage. Applications invited from First Appointment teachers.

Application forms obtainable from the Head Teacher on receipt of stamped addressed envelope.

WILTSHIRE
BISHOP WORDSWORTH'S SCHOOL
Salisbury
(Boys' Grammar, 850 on roll, 210 Sixth Form)
ART TEACHER (degree or equivalent) required for September, 1977 to teach throughout the school to 'A' level and University entrance. Interest in three-dimensional work a recommendation. A well-developed art department with new pottery and facilities for painting and film-making. Salary: Scale 1.

Further particulars and application form (stamped addressed envelope, please; closing date, April 11), from the Headmaster, Bishop Wordsworth's School, The Close, Salisbury.

Careers
Heads of Department

ESSEX
THE OHAMSTON SCHOOL
Stone Lane, Billericay
Telephone: Wilbon 612911
(Roll 1,400)
(Large Mixed Comprehensive)
HEAD OF CAREERS
(Scale 3)

The post will involve teaching and guidance as careers advisor, with secretarial help. Liaison with Careers Officers, arrangement of interviews, exhibitions, etc., are included in the brief.

Closing date for qualifications 14th April 1977.

Application forms and further particulars may be obtained from the Head of the school, to whom completed application forms should be returned.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ASHFORD DIVISION
TENTERDEN, HORNWOOD SCHOOL
(Boys and Girls) (Roll 900)
Required for September, an experienced HEAD OF CAREERS to co-ordinate and develop the vital area as this secondary school becomes fully comprehensive.

The successful applicant will have a teaching commitment in the Modern Languages Department where French and German are taught. A Scale 3 post is available for a suitably experienced teacher.

A full range of applications, including curriculum vitae and names of two referees, should be sent to the Headmaster at the school. Further information will be sent on receipt of a stamped addressed foolscap envelope.

SUFFOLK
COUNTY COUNCIL
PERSONNEL OFFICER for CAREERS GUIDANCE
(Under SECONDARY HEADS of DEPARTMENT INSTRUCTIONS)

Other Posts on Scale 2 and above

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ASHFORD DIVISION
LADY CHAPEL SCHOOL FOR GIRLS
(Comprehensive)
Lady Chapel, Canterbury, Kent
Required for September, CAREERS TEACHER to head a well established department on reformed or previous holder, the post is advertised will work in the Humanities Department and be ready to continue links with local industry, employers and the Careers Service. Scale post for suitable candidate.

Application forms available from the Headmistress at the school. London Road. Canterbury. To be returned as soon as possible.

NEWHAM
London Borough of
WOODMANSE SCHOOL
Woodside Road, London E13 8HX
(Roll 1221)
Head Teacher: Mr. F. Isaac
Required September, 1977 —
CAREERS ADVISER, Scale 3
An experienced Teacher is required to develop a service within the school which will provide pupils with the fullest information and guidance on post-school opportunities.

Burnham Scale plus London Allowance plus Graduate Allowance (£512) plus Special Responsibility Allowance (£502 or £604).

Further information and application forms (which can be obtained from the Head Teacher (telephone 01-534 1221, ext. 2) should be returned to Mrs. A. Wilkie, M.A., Ph.D., Education Officer, Broadway, London E15 4NH.

Classics

Other Posts on Scale 2 and above

WILTSHIRE
BISHOP WORDSWORTH'S SCHOOL
Salisbury
(Boys' Grammar) 850 on roll; 210 Sixth Form)
SENIOR CLASSICS TEACHER required for September. Burnham Scale 2 post.

Applications (job forms) and further particulars from the Headmaster, Bishop Wordsworth's School, The Close, Salisbury (stamped addressed envelope, please).

Scale 1 Posts

GLOUCESTERSHIRE
CHELTENHAM LADIES' COLLEGE
Honours GRADUATE to share in the teaching of CLASSICS.

New appointment under Independent Schools.

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS DIVISION
HITCHIN GIRLS' SCHOOL
Highbury Road, Hitchin,
SG4 9RB
(Group XI (Sixth Form 120)

GRADUATE required September for to teach LATIN and ENGLISH. Knowledge from 1750 to 1900 years to children of all abilities. Latin essential with ability to teach Cambridge Latin Project.

Apply in the Head with details and testimonials giving names of two referees.

SOUTHAMPTON
KING EDWARD VI SCHOOL
Kellet Road,
Southampton SO9 3FP
(Voluntary Aided Grammar School, 740 boys, 250 in the Sixth Form)
Applications are invited for the following post for September, 1977:
TEACHER for LATIN (with either GREEK or FRENCH).

Full particulars from the Headmaster, Mr. D. Gibbs, to whom applications (six forms), together with the names and addresses of two referees, should be sent as soon as possible to the School at the above address.

CITY OF COVENTRY
Assistant Teachers

Assistant Teachers
required at :—

ALDERMAN CALLOW SCHOOL AND COMMUNITY COLLEGE, Mitchell Avenue (880 on roll)
Required Autumn Term, for this developing new school, two Assistant Teachers (Scale 1) for:
(1) MATHEMATICS (2 posts).
(2) ENGLISH (interest in Drama welcome).
(3) HOME ECONOMICS (specialist in Needlework)
(4) HUMANITIES (please state preferred specialist subject. Interest in Remedial work welcome).

BARR'S HILL MIXED COMPREHENSIVE SCHOOL, Redford Road (840 on roll)
Required Autumn Term,
MATHEMATICS for CSE, 'O' and 'A' level work. Scale 1. Early leavers welcome to apply.

CALUDON CASTLE BOYS' COMPREHENSIVE SCHOOL, Axholme Road (1,570 on roll)
Required Autumn Term:
GEOGRAPHY specialist to work within the Humanities Department Scale 1

CARDINAL WISEMAN R.C. GIRLS' COMPREHENSIVE SCHOOL (Social Priority School)
Potters Green Road (1,200 on roll)
Required Autumn Term or earlier if possible. Assistant teaches from the following, each expected to teach at CSE, 'O' and 'A' level in well-established departments having high expectations of the pupils.
(1) GEOGRAPHY—interest in field work essential. Scale 1.
(2) MATHEMATICS—knowledge of JMB syllabus C desirable.
(3) SCIENCE—interest in General Science to CSE, ability to teach Physics or Chemistry 'O' and 'A' level an advantage. Closing date 10 days after appearance of advertisement. Canvassing disqualifies.

COUNDON COURT MIXED COMPREHENSIVE SCHOOL, Northbrook Road (1,630 on roll)
Required Autumn Term.
(1) FRENCH, Scale 1.
(2) PHYSICS, Scale 1.

FINHAM PARK MIXED COMPREHENSIVE SCHOOL, Green Lane (1,380 on roll)
Required Easter.
ENGLISH (experienced for temporary 1 term appointment) Scale 1.

FOXFORD MIXED COMPREHENSIVE SCHOOL (Social Priority School), Grange Road (1,680 on roll)
Required Autumn Term or earlier if possible:
(1) SCIENCE, bias towards Physics an advantage, Scale 1 Sympathy with meaning teaching essential.
Required Autumn Term :—
(2) MATHEMATICS, Scale 1. Sympathy with meaning teaching essential.

SIDNEY STRINGER SCHOOL AND COMMUNITY COLLEGE (Social Priority School), Cox Street (1,440 on roll)
Required Autumn Term.
ENGLISH, Scale 2 must be committed to mixed ability grouping, team teaching methods and high standards of literacy.

STOKE PARK MIXED COMPREHENSIVE SCHOOL, Dane Road (880 on roll)
Formerly Olde Grammer School, six-form-entry to years 1-3 by September, 1977.
Required Autumn Term:
MATHEMATICS to 'A' level, modern mathematics to the upper school. Scale 1.

THE WOODLANDS BOYS' COMPREHENSIVE SCHOOL, Broad Lane (1,630 on roll)
Required as soon as possible.
MATHEMATICS to 'O' and 'A' levels. Applicants may be considered for second in charge of Mathematics Department. Scale 1. Closing date 10 days after appearance of advertisement. Canvassing disqualifies.

TILE HILL WOOD GIRLS' COMPREHENSIVE SCHOOL, Nulbrook Avenue (1,640 on roll)
Required Easter, experienced, for one term only :—
NEEDLEWORK, Scale 1.

WHITLEY ABBEY MIXED COMPREHENSIVE SCHOOL, Abbey Road (1,840 on roll)
The school stands in an attractive 60 acre site on the South East side of the city.
Required Autumn Term :
(1) ROMANCE LANGUAGES, Scale 1. Teacher to work with groups and teams of 1st, 2nd and 3rd year pupils.
(2) PHYSICS, and Nuffield Combined Science, Scale 1. Established courses at CSE and 'O' level in Physics and Nuffield Combined Science course is taught in mixed-ability groups for the first two years.

Apply by letter giving full details (age, qualifications, experience) with names and addresses of two educational referees and copies of two recent testimonials to the Head Teacher of the School concerned, unless otherwise stated.

Commercial Subjects
Heads of Department

HAMPSHIRE
BISHOPSWOOD SCHOOL
Bishopswood Road, Tadley
(Comprehensive; ages 11-18; 996 on roll)
Required September, 1977:
HEAD of COMMERCE, Scale 3 or Scale 2 or Scale 1.
Details from Head (stamped addressed envelope, please).

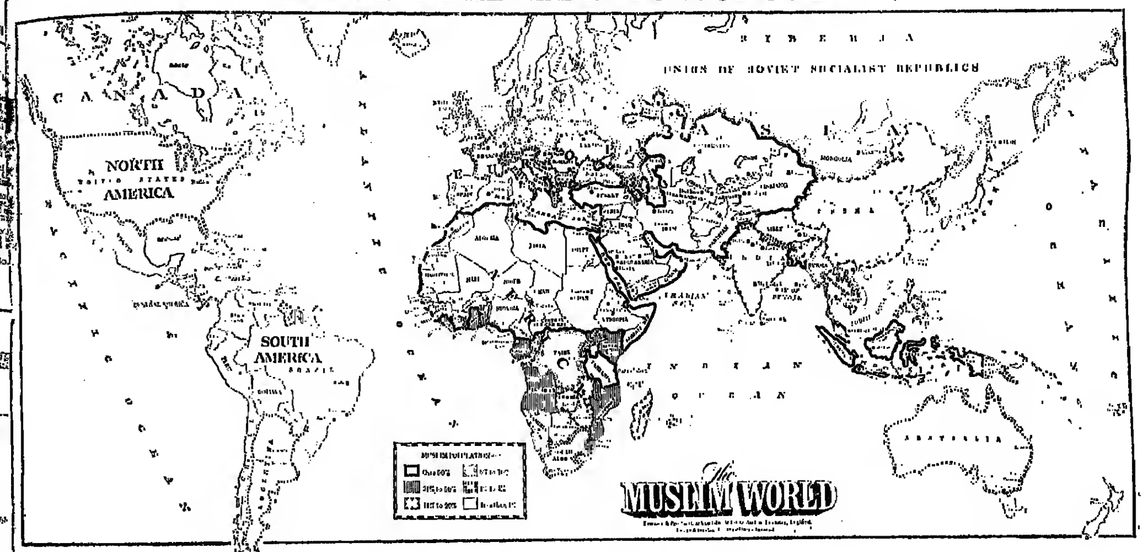
Other Posts on Scale 2 and above

BARNET
THEODORE BARNET SCHOOL
Huntingtons Avenue, Finchley
N12 7EB
Subject to approval by the Secretary of State for Education, a school is scheduled to become a 6-form entry co-educational comprehensive 11-18 and will be fully Sixth Form Coming.
Required September, 1977:
CHEMISTRY TEACHER to teach Chemistry to 'O' level and Physics to suitable applicants.
Well established Fifth and Sixth Form, courses leading to 'O' level and Pitman's examinations.
In approved cases assistance will be given by way of payment up to 75 per cent travel expenses and the payment of removal expenses.
Letter of application, with names of two referees, to the Headmaster (stamped addressed envelope).

Director of Education for Barnet
(London Borough)

THE TIMES EDUCATIONAL SUPPLEMENT 1.4.77 1

EXTRA
Muslim Education



The Muslim world sees its civilization threatened by the advance of western secular education. Muslim educationists are meeting from March 31-April 8 on the Mecca campus of the King Abdul Aziz University to decide on steps to redress the balance

Islam: key to the crisis of alienation

by Khursid Ahmad

Of all the problems confronting the Muslim world today, education is the most challenging. The future of the Muslim world may very much depend on the way it responds to this challenge.

Education performs at least two basic functions in any society: it is a vehicle for the preservation, extension and communication of the cultural heritage, traditional values and social and national ideals and norms of a people; and it is a tool for change, innovation and development and a major means through which new knowledge and skills are discovered and trained manpower produced to meet the demands of socio-economic change.

These two functions are not always in harmony with one another. How to reconcile them to produce a new and higher level of convergence is the main concern of the modern educationist in the world of Islam.

Islam has been the most decisive factor in the long history of the Muslim world. Islam's concern is as much with building man's relationship with other men and worldly institutions as with building his relationship with God. Perhaps its chief characteristic lies in integrating the moral and the spiritual with the secular and the mundane aspects of life, with the result that the two become two sides of the same coin.

Islam also claims to be a complete way of life, dealing with all aspects of man's life—moral, spiritual, personal, social, political, economic, national and international. In this scheme of things, education occupies a unique position.

Prophet Muhammad claimed that he had been sent as an educator. He also said that acquisition of knowledge is obligatory on every Muslim. Under this inspiration Muslims developed over 1,000 years an efficient and dynamic system of education.

But then, starting some three centuries ago, the system became increasingly unable to meet the challenges that beset the Muslim world. It became over-occupied with the preservation of the intellectual and cultural tradition and ignored the explosion of new learning and technology in the west. The price for this neglect had to be paid. The Muslim world succumbed to the more powerful forces of the west and the long night of colonial rule set in.

During this period the traditional educational system shrank gradually and settled to confine itself to religious education only, to the exclusion of the overall needs of society, particularly those concerned with modern knowledge and technology and the socio-economic sectors. This gap was filled by the new system of education introduced by the western colonial rulers. A number of influences went into the making of this new system. Among the more important were the colonial administrators and Christian missionary organizations.

The new educational pattern was an imitation of the educational pyramid developed in nineteenth-century Europe: primary, secondary and university education, with a dominant bias towards literary and cultural subjects. The system showed no concern for the cultural and ideological context of Muslim society and tried to superimpose secular education whenever possible.

The basic problem now facing the educational planner does not merely relate to the quantitative expansion of education, although this, too, is an important dimension in view of the widespread illiteracy (ranging between 40 and 80 per cent of the population) and lack of proper educational facilities for the school age population (about 50 per cent lack any schooling at all) and the dearth of skilled manpower required for industrial development.

The major problem emerges, rather, from the crisis in education produced by the alienation of the people from the ethos of the new education. It has failed to take roots in the religio-cultural tradition of the people and as such has remained an alien inroad into Muslim society.

The western educational model has failed to outgrow its own historical prototype, with literary and humanistic bias, secular approach, particularism and élitism being some of the significant elements.

Additionally, the liberal tradition that chaperoned this system is now threatened in the western countries themselves, with ideological challenges coming from movements like Communism and National Socialism.

An interesting number of both Muslim and western educationists have pinpointed these weaknesses in the system:

Education has failed to develop social ideals among students. Lack of commitment to ideals impairs the spirit of dedication, effort and sacrifice in the educated.

It has failed to instil moral values in the new generation.

Education in science and technology has failed to keep pace with the increasing demands of modern society. Not only is the technological content less than what is required, the supply of scientists, engineers and other highly skilled manpower falls short of the national and international needs in societies where expansion of education is producing increasing educated unemployment.

Education lacks an integrating principle. There is overdepartmentalization of knowledge, with the result that the whole body of knowledge is not properly integrated within a consistent whole.

Muslim educationists are worried, too, over the unrelatedness of modern education to the religio-cultural context of Muslim society. Their problem, therefore, is one of restructuring the entire educational milieu in such a way that it can cater for the ideological and cultural as well as the technological and professional needs of growing Muslim society.

How to do this will be the formidable task facing the international educationists meeting in Mecca this coming week.

Khursid Ahmad is director, the Islamic Foundation, Leicester.

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Science learning: a three-way split

Many Muslim countries are pouring huge sums into science education at university level. But school science is often neglected. Ziauddin Sardar reports

From the standpoint of science education, the educational structure in the Muslim world can be divided into three categories: the traditional, the "modern" and the new universities.

The syllabuses of the traditional institutions do not normally include sciences, except perhaps at a very elementary level. The "modern" educational institutions were, by and large, inherited from the colonial administrators and include science syllabuses modelled on the western systems of education. Those institutions are well established and teach well-established courses—some of them over two decades or so out of date and many bearing little relevance to the needs of the indigenous society. The third category consists of newer regional universities and colleges that have developed only in the last 10 to 15 years. Most of these institutions are strongly technically biased, but at the same time they are also, to some extent, Islamically orientated.

What makes these new universities (such as the University of Islamabad; Ahmed Abello University, Zaire; University of Kuwait; King Abdul Aziz University, Jeddah/Mecca; and the *Centre Universitaire* at Oran and Constantine in Algeria) different from the more established "modern" universities is not just their dynamism and vitality, but also their belief in and efforts to revive a Muslim tradition of science.

The teaching of science in these universities is backed by up-to-date equipment and there is a balance between theoretical and experimental teaching.

The new universities have been created because of the growing realization of the importance of science education for national development. In recent development plans of many Muslim countries science education has received long overdue attention.

In the Second Development Plan of Saudi Arabia, for example, science education has pride of place. This is also true of the current development plans of Iran, Nigeria, Pakistan, Indonesia and Turkey.

The role and place of science education is further recognized by the appointment of university professors to government planning boards, councils of scientific research and indeed ministerial and other senior government posts.

However, most of the emphasis has been on prestigious university and higher education; primary and secondary science education has been largely neglected. Many Muslim countries do not have an adequate secondary science education structure to support their existing institutes of higher learning, let alone meet the needs of the planned future ones. Kuwait, Saudi Arabia and Nigeria, for example, are forging ahead with their plans for developing higher education, but comparatively little attention is being paid to science in secondary education.

In existing secondary schools, science education faces two related difficulties: an acute shortage of teachers and inadequate teaching material in local languages. An extreme example of these difficulties is found in some states of North Africa where science is still taught in French—a colonial legacy—but there are no provisions for teaching foreign languages.

Associated with these difficulties is one of the major problems of science education in the Muslim world: the strong bias towards rote learning. Science teachers, often inadequately trained, make no real effort to develop the critical and analytical faculties of the students.

The syllabus is taken for granted and no attempt is made to create a critical dialogue between the teachers and the students. The curricula are completely examination-oriented and examinations require an exact recitation of the textbook material.

Coupled to the rote-effect is the infamous "Guru Attitude", exemplified by the dictum that the teacher is always right even when he is known to be blatantly wrong. This attitude is nursed and nourished. And at some stage the Guru worshipper becomes the Master Guru himself. Thus the system of mediocrity perpetuates itself.

Another major problem of science education in the Muslim world is the tendency for premature specialization. After a period of science education at what would be considered in Britain to be no more than A level standard, the student is thrown into "research". This amounts to little more than elevated laboratory work, and produces scientists with very narrow interests and an inadequate understanding of the fundamentals even in their special fields.

There is, too, a widespread bias against experimental work. Many students of science and their professors consider it beneath their dignity to be involved in practical science. As a result it is relatively easy to find good theoretical scientists and mathematicians. Good experimental scientists and technicians, on the other hand, are extremely scarce. This distorted ratio between theorists and experimentalists has resulted in poor application of science to local problems.

Throughout the Muslim world there is still a strong tendency to send students abroad for higher education and training. This is not merely at post-graduate level but quite commonly also at undergraduate level. In some cases this situation is unavoidable, but in all cases it brings a host of problems.

On the whole, foreign, western education is expensive; and often it is irrelevant to the needs and requirements of the country. The curricula and the research interests in western universities are not designed to meet the needs of the Muslim world.

Most of the students educated in the west become misfits in Muslim society. In general, they are over-qualified for the jobs they occupy. By and large they identify themselves with the west, and they look down on the indigenous society. After sampling the life in the west, many fail to return, or only return for the time necessary to fulfil their contracts.

The basic aim of sending students abroad is to provide a crop of scientists and technologists, as well as executives and teachers. However, the net result is often the loss of the most talented students.

At present the oil-producing countries of the Middle East are relying heavily on training their students abroad. Some of them go to the United States; but an ever larger proportion come to Britain. This is not because British academic standards are necessarily considered superior; there are more mundane reasons than that. Britain is "nearer home" and for students in Britain it is possible to fly backwards and forwards with relative ease.

Astronomers in Istanbul.

Britain is also considered as the first step to the west. Many students planning to go eventually to America spend a year or two in Britain learning English and acclimatising themselves to the west. For most of them there are no financial restrictions so such excursions as the increase in fees for foreign students are irrelevant.

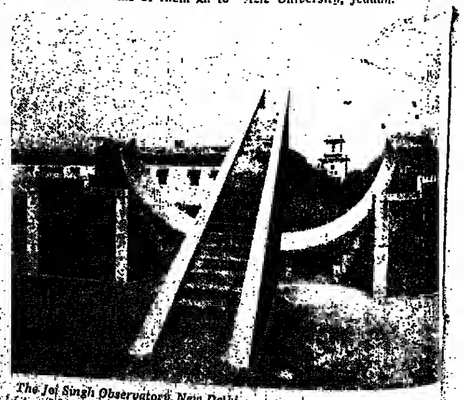
There is in most universities in Muslim countries an almost complete lack of concern in the school curricula for the philosophical and the historical development of science. In the west technology has been seen for some time now as culturally biased. Recent works by Jerome Ravetz, Hilary and Steven Rose and others have revealed that science, too, has an ideological character.

The laws of science are not written large on the heavens but are manufactured in pencil and paper in research laboratories of the Occident. Occasionally the eraser is used to rub off one and replace it by another.

This fact is not appreciated by the academics of the Muslim world. Science is taught as though it were revealed truth; and the consequences of this type of science education have been obvious.

These problems of science education are deeply entrenched in the "modern" institutions; and slowly they are making in-roads into the new universities. In the short run little can be done to overthrow the system of mediocrity that has established itself in the Muslim world. Yet it is clear that a Muslim tradition of science cannot be developed on the basis of existing institutions.

Ziauddin Sardar is a research fellow at the Muslim Institute, London, and information consultant to the Hajj Research Centre, King Abdul Aziz University, Jeddah.



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The British Council has a wide-ranging recruitment programme for Britons to teach in the Arab world

The thirst for education throughout the Arab world is comparable with a desert traveller's need for water. Only four years ago a British Council teacher serving in Oman reported that children would walk miles simply to enjoy the novelty of being in a different kind of oasis—a school building with books and desks. In 1970 there were only three schools in Oman with 900 pupils; today there are more than 200 with 56,000 pupils.

This spectacular development is perhaps not wholly typical of the area as a whole, but it is a good example of the tremendous efforts which have been made—especially during the past quarter of a century—by Arab countries to provide better educational facilities.

The importance which the Arabs attach to education is in itself a reflection of the pressing need for knowledge about contemporary science and technology and for the trained manpower required for improving the quality of living among their growing populations. The desire to understand the modern world and the way it works comes naturally to people whose Islamic culture has always held learning in high esteem.

Every Arab government can indeed produce facts and figures to demonstrate impressive achievements in education at all levels: universities have been created or modernized (as in Saudi Arabia or Jordan), faculties of medicine (again as in Saudi Arabia, as well as in Egypt and Iraq), departments of engineering (as in Tunisia), technical schools (as in Bahrain), Qatar and the United Arab Emirates, and secondary and primary schools have been built everywhere on a large scale.

Saudi Arabia plans in five years (1975-80) to double its pupil population at each stage of schooling, to raise the number of student teachers in training institutions from 15,000 to 27,000 and to increase the number of literate adults from 84,000 to 500,000.

Kuwait spends 24 per cent of its budget on education, a percentage only narrowly topped by defence; it aims at 182 new schools over the next three years and at increasing the number of university students from 6,500 to 15,000; during the same period, an additional 4,000 teachers will undergo training.

In Qatar in 1974 there were 12,000 boys and 10,000 girls attending all schools: today, total attendance has reached 31,000 and further expansion has been given high priority. The University of Qatar, evolving rapidly from a Faculty of Education, will produce its first graduates this year.

Bahrain, where education has long been well established, has doubled its intermediate and trebled its secondary education in the past five years. In the United Arab Emirates plans for educational expansion—including a university—are also well advanced.

Against this background of rapid development, the British Council has enjoyed for many years a close association with Ministries of Education, universities and schools—largely in supporting the teaching, learning and use of English, but also in strengthening the professional and academic ties between administrators, lecturers and teachers in Britain and the Arab world.

One particularly important aspect of the Council's work has been to help governments to recruit personnel for appointments at both university and secondary level, and sometimes for advisory posts in ministries and training colleges.

It is perhaps surprising that, although in recent years educational institutions have multiplied throughout the region, there has not been a corresponding increase in the recruitment of British personnel to fill them.

There has, however, been a significant change in the kind of appointments being made. There is now a greater relative demand for key personnel like heads of departments, teacher trainers, inspectors, advisers and textbook writers—people whose cooperation is especially appreciated in the evolution of teaching methods, the organization of curricula, the production of teaching materials and the development of general educational policy.

Most of the Council's teachers in the Middle East are engaged in English language teaching for which considerable expertise is required. A degree, a university qualification in the teaching of English as a foreign language and some proven experience overseas are the normal minimum requirements for all but the most junior posts.

It is also advantageous to have (or acquire) an understanding of the special learning problems encountered by students whose mother tongue is Arabic and who may be more accustomed to learning by rote than by the "activity" methods which prevail in many British schools.

Senior posts require a second degree and a much greater depth of experience encompassing, for example, language laboratory work, preparation of original teaching materials and handling of sophisticated testing techniques.

Amman University, Jordan: Arab showpiece.

Some teachers may find new challenges in teaching English for specific purposes at university level. The most ambitious recruitment assignments undertaken by the Council recently have been in Saudi Arabia where, at King Abdul Aziz University in Jeddah and King Faisal University in Dammam, whole projects, fully funded by the Saudi Arabian authorities, have been tailor-made to meet the language requirements of students of medicine, agriculture, engineering and architecture. These projects are directed by Council officers and manned by more than 50 highly trained lecturers, materials production specialists and media experts.

For the recruitment of teachers there has also been some changes in financial arrangements. In the past, British money covered the recruitment costs and, in some cases, though not in the oil-producing countries, the salaries of the teachers. Nowadays, however, it is customary for the Council's recruitment costs to be paid entirely by the host country which not only remunerates the teachers but also agrees to pay a "recruitment charge" in the form of a percentage of the first year's salary.

Many teachers succeed in making a whole career overseas, looking to the Council for all of their appointments. Those who go to the Middle East face a particular set of problems: getting used to a difficult climate, which may have continuous months of relentless heat and excessive humidity (or in some places, aridity) and to social pleasures derived more from meeting people than from western-type recreation and entertainment produced for public consumption. On the other hand, many teachers have gladly grasped the opportunity to escape for a period from the pressures of the industrialized world.

Salaries are usually generous, often tax-free. Teachers serving under British Council "Formula" contract terms may expect to receive other benefits, including overseas allowances, allowances for children's education, full medical cover, continued superannuation contributions and free furnished accommodation—an important consideration in countries where the annual rent of a two-bedroomed flat may be more than the teacher's annual salary. The prospect of saving a tidy sum during a two or three-year contract can also be very attractive.

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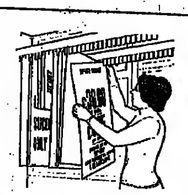

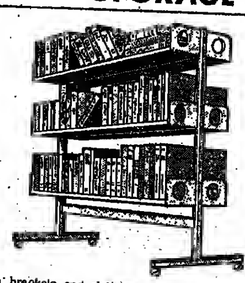

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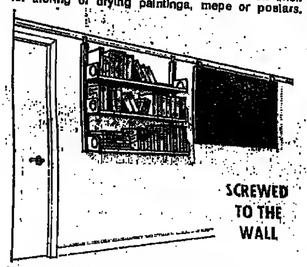

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BOOKS

A wealth of offerings—but how relevant are they?

by Richard Tames

Each of the epic exhibitions which seem to have become a regular feature of the London cultural scene (Tutankhamun, the Chinese Treasures, Pompeii) has inspired publishers to produce books. The World of Islam Festival has been no exception to this rule and several dozen titles relating to Islamic themes have appeared over the last year or so.

But a paradox remains. All but the most diligent, discriminating and determined of teachers is in danger of drowning in an ocean of irrelevancies. There are hundreds of books on Islam but remarkably few are of direct value to the classroom teacher.

One must in all fairness concede that it is difficult to produce materials for an educational system which, in curriculum matters, is so decentralized—and where, in the case of Islam, variations in classroom treatment will be further complicated by divergent interpretations of religious education. In addition, there are the very different constraints implied by classes which, at one extreme, may include no actual majority of Muslims and, at the other, may consist of 40 children who have never met, or possibly even seen, one.

Nevertheless, there do seem to be some very large gaps in the literature available to the busy teacher. Nor are some of the books which are explicitly aimed at juvenile readers always reliable or, in Islamic terms, perhaps, acceptable.

As an example one might, with regret, cite Carol Barker's: *A Prince of Islam* (Macdonald and Jones, £2.50). I say "with regret" because

Mosque on the Makerere campus, Uganda.

Ms Barker, whose talent as an illustrator is evident on every colourful page, has drawn on Mughal, Ottoman, Mamluk and Timurid sources to provide pictorial support for her story, which is set in the Baghdad of Al-Mamun.

Am I making a pedantic academic objection? I think not. How would one react to a story about an Anglo-Saxon boy which was illustrated with pictures based on original paintings from 15th century Italy and 18th century France? Would one accept them as legitimate illustrations because they were all European and therefore more or less the same thing?

If not, then can one accept a hotch-potch of visual sources derived from very different traditions and centuries as the grounds that they are all in some sense "Islamic"?

In contrast to Ms Barker's cavalier approach stands *The Buildings of Early Islam* by Helen Richard Lencrenaft (Hodder and Stoughton, £2.50). The authors provide dozens of carefully captioned drawings of mosques, scrolls, palaces and *madrasas*. Many are shown in three-quarter section or cut-away perspectives, with major architectural features clearly labelled.

Of the many recent published works on Islamic art and architecture the great majority will be kept out of the school library by their high price. This seems particularly unfortunate in the case of such works as Titus Burckhardt's *The Art of Islam: Language and Meaning* (World of Islam Publishing Company, £12.50), which seems, at least to this layman, a model of lucid exposition, and *Geometric Concepts in Islamic Art* by Isam El-Said and Ayse Parman (World of Islam Publishing Company, £7.50), which describes in fascinating detail the structural basis of the central motifs of Islamic design. This approach is also developed in Keith Critchlow's *Islamic Patterns: an Analytical and Cosmological Approach* (Thames and Hudson, £4.50).

Michael Rogers's *The Spread of Islam* (Elsevier Phaidon, £3.95) slips nimbly under the price barrier and is therefore a welcome exception to the rule. Professor Rogers treats us to a superbly illustrated survey of Islamic civilization from the 7th to the 15th century through the medium of its art and in particular of its architecture.

When we turn from the visual to the verbal we do not find any single volume which could complement Professor Rogers's work, although there are some very useful chapters in the *Introduction to Islamic Civilization*, edited by R. M. Savory (Cambridge University Press, £9.50), notably "What the West borrowed from the Middle East" and "Christendom versus Islam: 14 centuries of interaction and co-existence".

These books, indeed most published works, focus on Islam in terms of its cultural achievements and therefore largely in terms of its past. But most teachers are concerned with Islam as a social reality in the present.

There is remarkably little accessible material to help them to develop their understanding, although Charis Waddy's *The Muslim Mind* (Longman, £6.75) is a gallant attempt to embrace the diversity of Islamic reactions to the modern world by presenting the reader with a compilation of short extracts from a wide range of sources.

The author touches on a great variety of topics from the Arab-Israeli conflict to contemporary Sufism, but the treatment of each is necessarily superficial and scrappy, given that the entire book is less than 200 pages in length.

Patricia Jeffery's *Migrants and Refugees: Muslim and Christian Pakistani families in Bristol* (Cambridge University Press, £4.95) may well prove extremely valuable to teachers working in multi-cultural schools who wish to achieve a better appreciation of the cultural background of their Muslim pupils. Dr Jeffery offers a great deal of information about the process of migration, the problems of cultural adjustment and the pattern of family relationships.

By contrasting the experiences of Muslim Pakistanis with those of their Christian compatriots she offers us some insight into the question of how far a Muslim *Pakistani's* difficulties arise from his position *qua* Muslim and how far from his position *qua* Pakistani.

Much material is being made available through learned journals but such sources are in practice inaccessible to the busy teacher. It could perhaps usefully be collated into a "reader". And there is still so much that we simply do not know. Pending the advent of more substantial works we must be grateful for such pamphlets as Muhammad Akram's: *For Upon the Mountain* (British Council of Churches) and Dr Farrukh Hashmi's: *The Pakistani Family in Britain* (Community Relations Commission).

Perhaps some of the many Muslim organizations could be persuaded to turn their attention to this field and challenge the views of teachers such as the one who stoutly maintained to me that Muslim children never played with toys. We do need to know about Islam. But even more urgent is our need to know about Muslims.

Richard Tames lectures at the School of Oriental and African Studies, London University.

BOOKS

Getting to know the Arabs

by Hilary Finch

An intelligent, seemingly informed Iranian friend of mine was looking at some photographs I had taken in Egypt and asked me why the Egyptians did not wear "proper Arab headdress". Egyptians are, after all, Arabs (are they not?)—for oil equals sheikhs equals oil, oil equals sheikhs equals South Kensington, veiled wives and chauffeur-driven Rolls. And so on.

So many educated British and other Europeans who ought to know better really know very little at all; so all that we learned at the World of Islam Festival last year a whole lot more remains to be known—and the infinite variety, the unity and the disunity of the Arab world.

Peter Mansfield (*The Arabs*, Allen Lane £8.50) speeds up the whole process of informing and understanding in his comprehensive tripartite study of the Arab nations—from Morocco in the west to the United Arab Emirates in the east. Their past, their individual characteristics and their present circumstances are all carefully described.

In some ways it is a good idea to start at the end of his book. It is in the final section, "The Arabs Today", that Mansfield presents the raison d'etre for his study and prepares us to view things both "Through Western Eyes" and "Through Arab Eyes". He articulates and suggests reasons for East/West misunderstandings and deals with three muddled questions: Arab unity, Palestine and the oil weapon.

Back in the bulk of the book you will find, woven into the recounting of events from prehistoric times to 1976, a passage from pre-Islamic poetry, Muhammad in the context of Christ and Judaism, the story of invasion—and betrayal—by the West, a neglected document highlighted and a Cafreno joke told. And, above all, a continual investigation into past and present mistakes and misconceptions together with a constant questioning of the implications for the future.

There is, for example, in the section on the Ottoman period, an important discussion of the question "Is there an element in the Islamic religion which makes it a barrier to economic progress?" There is the concept of Arab father-figure consciousness—keep it in mind as you read about Nasser and Sadat. And there is the author's masterly treatment of Palestine, the loss of which Mansfield describes as "the final humiliation of the Arabs at the hands of the West".

His central section of short chapters on individual Arab countries is invaluable. There is Saudi Arabia, that "experiment in grafting twentieth century technology on to early Islam"; there is Egypt, considered by some Arabs as perhaps not really Arab at all, and yet the political and military "capital" of the Arab world; and there is Lybia—with Colonel Gaddafy and his "Third Way", based on religion and nationalism.

And the future? Mansfield sees the Arab world as being dominated neither by heavily traditional right-wing attitudes, nor by Marxist anti-nationalism, nor by a Western-style parliamentary democracy. But whatever form their governments take, the Arabs will be, he argues, the key link between Europe and the West and Africa and Asia.

Colonel Gaddafy: "Third Way".

Islamic panorama

Arabic and Islamic Themes (Luzac and Co, £12) consists of 21 essays written over the past 15 years by Dr A. L. Tibawi, a distinguished Palestinian scholar who has recently retired as a lecturer on Islamic education at the University of London.

He ranges freely over the fields of education, history and literature, writing on such varied topics as "The Philosophy of Muslim Education", "Is the Qur'an Translatable?", "T. E. Lawrence, Faisal and Weizman" and "The Palestinian Arab Refugees in Arabic poetry and art."

His final essay is "The City of Jerusalem", which was commissioned by the *Encyclopaedia Britannica* but never published because of objections by Dr Tabawi to the way it had been edited.

One of the most interesting essays is his "Genesis and Early History of the Syrian Protestant College"—in other words, the early story of the American University of Beirut, that extraordinary institution which has kept going right through the civil war.

Another is Dr Tibawi's fascinating account of the final surrender of the holy city of Medina to the allies after the First World War, much of which will be new to most students of the Arab Revolt.

To me this otherwise interesting book is slightly marred by the author's tendency to self-justification when faced by criticism (vide the lengthy appendices. One looks forward, however, to Dr Tibawi's next work, just completed, on British-Arab relations.

Peter Hopkirk

Between two stools

Systematic and rigorous studies on the objectives and results of education in the Muslim world are few and far between. *Education in Pakistan: an Inquiry into Objectives and Achievements* by Ishtiaq Husain Qureshi (Karachi, Manzar Ltd, $12.00), is an outstanding contribution. Although the book is a case study of the background, growth and performance of modern education in Pakistan, the issues it discusses, the problems it analyses and the insights it offers are valid for the entire educational landscape of the Muslim world.

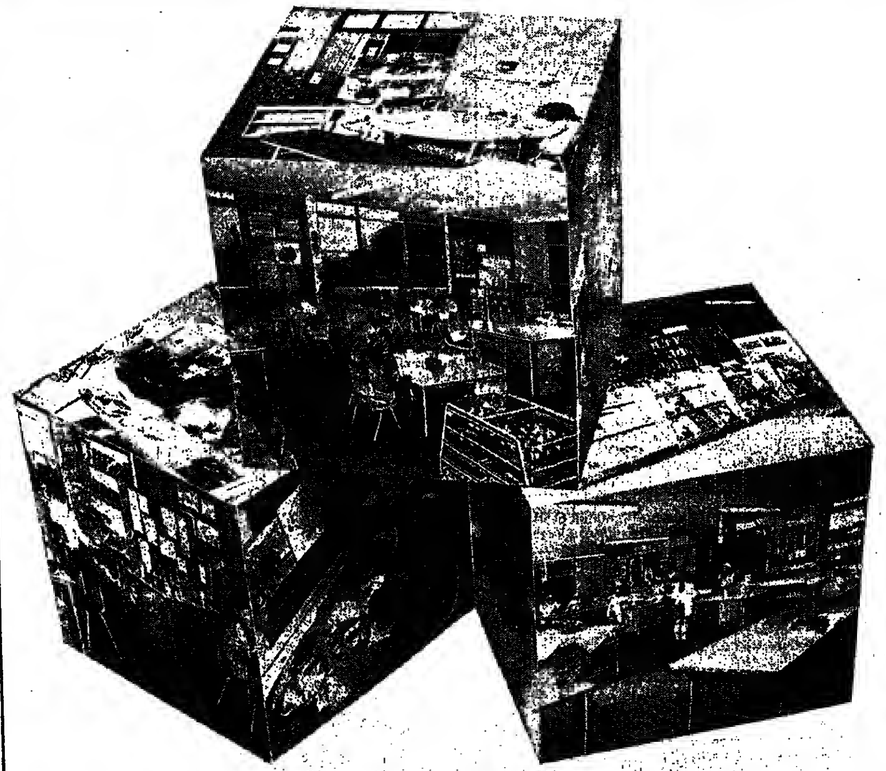
After outlining the heritage as it came from Islam and as it was perverted during the colonial period, Professor Qureshi argues that religion must play a decisive role in the education of the new generations. Only then can a morally upright and integrated personality grow in the individual and a healthy society emerge at the collective level.

He rejects the idea of juxtaposing some religious education with a secular system of education. The Aligarh movement comes in for sharp criticism.

Soviet educational policy and Russian strategy for the Muslim world in general and for Pakistan in particular are fully discussed. The use of foreign languages as a medium of education is sharply criticized and its disastrous effects on Muslim India spelled out. Economic approaches to educational planning are systematically examined.

The inclusion of a quantitative profile of Pakistan's educational system would have been of great help to the foreign reader. None the less, *Education in Pakistan* is a product of rigorous research.

Khursid Ahmad



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Iraq's medical revolution

J. P. Payne on Iraqi medical education, and its close links with Britain

Medical education in Iraq follows closely the pattern of the British system: for example, the Medical College of Baghdad, founded in 1926, based its curriculum and training methods on the Edinburgh Medical School. Apart from being the oldest, Baghdad Medical College is also the largest of the medical schools in Iraq and expects to graduate about 350 doctors this year. It now forms part of the great new complex known as Medical City on the East Bank of the Tigris north of the old city centre.

In 1954 an off-shoot of the Baghdad Medical College was opened in Mosul some 200 miles to the north. This school has now attained independent status and graduates about 150 doctors each year. In the south at Basra a third medical school, producing 100 doctors each year, was founded in 1967.

More recently a second university, the University of Mustansiriya, has been set up in Baghdad. It admitted its first students this year.

Thus, by the early 1980s the medical schools in Iraq should be graduating more than 600 doctors annually. Even so, with a population of more than 10m that number of doctors will need to be increased substantially if the country's health needs are to be met.

Undergraduate teaching is in English. However, it is government policy to switch to Arabic and this was planned to take place last year. But the difficulties are formidable and it may yet be several years before the changeover can be completed.

This is partly because all the standard textbooks are in English—as are all the commonly read medical journals—and partly because even when suitable translations are available the publishing houses are unable to cope with the very heavy loads imposed on them not only by the greatly increased demand for medical and scientific texts in Arabic, but also by the greatly increased general demand for books.

After qualification young doctors spend one year on a rotating internship in hospital after which males enter the Army Medical Corps for 18 months. A further year is spent in a rural area and thereafter they may be given the opportunity for higher professional training in one or other of the specialities.

Although Iraq has its own higher diplomas and degrees, great store is placed on the fellowships awarded by the various colleges and faculties in the United Kingdom and most Iraqi specialists hold such a fellowship gained after postgraduate experience in Britain.

The fact that there is close cooperation between the British Royal colleges and the medical schools of Iraq facilitates this process and special courses are arranged where by British teachers are invited to Iraq to take part in the training programme.

In addition, the primary Fellowship in surgery is held in Baghdad and in Cairo and the Royal College of Surgeons sends out suitable examiners in the appropriate subjects. Success in the primary Fellowship virtually guarantees the successful candidate a two-year period of postgraduate education in Britain. Competition is therefore keen and the standard correspondingly high.

One of the difficulties that faces the Iraqi postgraduate student is the need to pass the TRAB (Temporary Registration Approval Board) test before being accepted for training in Britain and this has caused some resentment and ill-feeling. The Iraqis not unnaturally argue that if they have already satisfied British examiners in the primary Fellowship of one of the Royal colleges there seems little justification for asking them to sit yet another test of English and medical knowledge.

There is considerable sympathy for this point of view among British doctors with experience of Iraq. Many think that it should not be beyond the wit of the British authorities to arrange some form of reciprocity between the various examining bodies.

Like most developing countries Iraq has suffered some form of "brain drain", mainly to the United States but a certain number of Iraqi doctors have also stayed in Britain. Because of this problem postgraduate students can no longer go abroad for training quite as easily and indeed the government of Iraq now asks such students for some guarantee that they will return if given permission to study overseas.

However, those who obtain qualifications overseas are given generous tax concessions, car purchase allowances and in some instances grants of building plots to facilitate resettlement on their return to Iraq.

The rapid expansion of the medical schools and teaching hospitals has not been without its problems. Traditionally the clinical staff of the teaching hospitals have divided their time between their hospital duties and private practice.

As the hospital demands have increased so has the conflict between private practice and public need. It seems likely that private practice will be phased out in the fairly near future and almost certainly the teaching hospital staff will be asked to discontinue their private practice or to resign their teaching appointments.

Early medicine: anatomy of horse.

In theory, of course, a strong case can be made for insisting on clinicians in academic departments should be employed full-time by the university but implicit in this argument is a willingness on the part of the authorities to ensure that those doctors who hold academic posts are not unduly penalized financially by their decision. This means that academic salaries will need to be increased substantially if the teaching hospitals are to attract and keep the right staff.

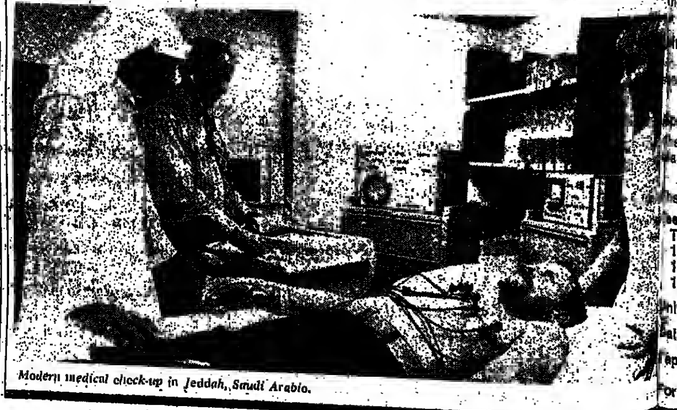
As in other developing countries the weakness of the Iraqi health expansion has been in the inevitable failure of their technical training programme to keep pace with the ever-increasing demands for more sophisticated diagnostic and therapeutic equipment for use in the main hospitals.

Such equipment is now widely available but unfortunately because of the shortage of skilled technicians the maintenance of it is a major problem; it is not worthwhile to find expensive and sometimes vital equipment rendered useless because the technical expertise to maintain it is not available.

The problem is compounded by the fact that the government tends to distribute its orders through a wide range of suppliers in many countries. While in theory this may seem reasonable, in practice overseas suppliers find it much easier to provide technical back-up and maintenance when the orders are large enough to justify the provision of maintenance contracts.

What Iraq needs in the medical schools and hospitals is some sort of package deal whereby the suppliers accept responsibility for the maintenance of the equipment they provide. The Ministry of Health has invested heavily in X-ray radiotherapy apparatus, in patient monitoring and recording equipment, in ventilators and anaesthetic machines and vaporizers and it would be said if patients were being denied the advantages of modern medicine because technical support was lacking.

J. P. Payne is professor in anaesthetics, The Royal College of Surgeons, London.



Modern medical check-up in Jeddah, Saudi Arabia.

In the beginning was the Word

by James Dickie

At the moment that the Angel held out the tablet to Muhammad in the cave on Mount Hira' and said "Read!", Islam has had the power of a literary civilization. The *hadith* or *dicta* of the Prophet are replete with injunctions to acquire knowledge at whatever cost. This attitude even had repercussions on the visual arts. Thus, in a hierarchical universe with God at the summit, the noblest art must be calligraphy precisely because it is the art whose function is to transcribe God's speech (as set out in the Qur'an).

It is not surprising, therefore, that in Islamic society education was open to all, tuition was free and students were in receipt of allowances—all 1,000 years before the vaunted achievements of the Dark Ages.

The first knowledge was dispensed in the mosque with the *halqa* or "circle" system operating around any one of the numerous pillars in the mosque interior. This method permits a freer flow of communication than is possible in a lecture hall. It is still practised in the oldest extant university in the world, Al-Azhar at Cairo.

But the activity distracted worshippers and interfered with the liturgical functioning of the mosque. This persuaded rulers to separate out the two functions, the pedagogic and the liturgical, and to confine the former to a specially designed building known as a *madrasa* ("place of study"). The transition appears to have taken place at Ghazni, in modern Afghanistan, about the year 1,000, but of the *madrasas* there nothing is known.

An approximation to a university emerges in the Persian province of Khursan about 50 years later, and in 1065 the great vizier Nizom-al-Mulk founded there the first of a series of *madrasas* bearing his name. Within a few years a network of institutions of higher learning known as Nizamiyos covered the entire Seljuck Empire.

They featured a mosque, one to four lecture theatres and cells for student accommodation. The Nizamiyo *par excellence* was that of Baghdad which was, for the world of Islam, Oxbridge and the Sorbonne rolled into one.

Embryonically, in these institutions with their curricula, degree-awarding schemes and stipends for professors, the modern university is already recognizable. Subjects taught were theology, philosophy, mathematics, law and Qur'anic sciences, which included philology and lexicography. It was, of course, the need to understand the Qur'an correctly that provided the stimulus for the exploration of language in the first place.

The reason that diverse areas of study could be embraced within one *cursus honorum* is that to the Muslim mind they were not diverse at all. Islam conceives knowledge as a single tree with its branches ramifying outward from a trunk rooted in the existence of God. There can be no area of knowledge which is alien to His will, and the *hakim* or Muslim savant saw it as his religious duty to probe the mysteries of the universe.

In such an atmosphere the sciences flourished. Astronomy assumed particular importance and the *madrasas* had to be redesigned to function as observatories. Medical schools also required a different layout from the conventional *madrasa* and hospitals for the care of the insane yet another.

Unfortunately, few of the observatories survive. Several small astronomical *madrasas* of the Seljuk period survive in Turkey and three large Islamic-style observatories of the 18th century in India, but of the greatest of them all, Maragheh (1259) in Persia, nothing.

Some idea, though, of the Jodrell Banks of the Middle Ages can be had at Samarkand where Russian archaeologists have uncovered part of a giant quadrant in the observatory founded by Ulugh Begh, Tamerlane's grandson; another example, like Nizam-al-Mulk, of enlightened patronage. In such esteem were astronomers held that one director of this observatory, Qadi Zadeh Rumi, was buried with the royal family on the Shah-i-Zindeh necropolis.

The first European universities sprang up in those countries adjacent to Islam: Italy and Spain. Bologna in 1158, Vicenza in 1204, Arezzo in 1215, Padua in 1222, and Valencia and Salamanca in 1208-09 and 1227-28 respectively. Organizationally these institutions may be said to have duplicated the Islamic model. The *disputatio* and the scholastic method beloved of the Schoolmen were part and parcel of the *madrasas*.

Use of the term "medieval" too easily blinds us to the fact that Islam's prosperity continued unabated until the Portuguese navigators, by discovering the sea routes to the Far East, showed how Islam's monopoly of the world's trade routes could be circumvented.

But the might of Islam did not succumb until the early 18th century, the era which witnessed the simultaneous disintegration of three mighty empires: the Ottoman, the Safavid and the Mogul. Persia's seventeenth century, with philosophers and scientists of the calibre of Mullah Sadra and Shaikh Baha'i, is as brilliant as any previous phase in her history. The decadence of Islam is a recent phenomenon, characterized by sudden and spectacular decline.

One cause of the current identity crisis from which all Islam suffers is that in the post-colonial period the universities were taken over lock, stock and barrel from the occupying powers. They were feeble imitations, bearing little resemblance to their originals.

Not all is gloom, however. In Persia, Sayyid Husain Nasr, who holds degrees in philosophy and science from Harvard and the Massachusetts Institute of Technology, has founded the Arya Mehr Universities (of Teheran and Isfahan), structured according to the Islamic conception of knowledge. These universities eschew the specialization insuparable from the modern western system and seek to fuse science and philosophy.

It is still too early to predict success, but however opaque the future one thing is certain: of the moment they are, educationally, Islam's biggest hope.

James Dickie is a freelance writer. He was formerly lecturer in Islamic Studies, Lancaster University.

Pilgrim reading from the Qur'an.

Shir-dar Madrasa, Samarkand, Soviet Union.

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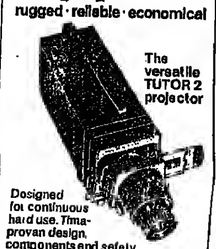

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RELIGION in a WESTERN EUROPEAN CONTEXT

Next week's issue of the TES will carry special articles and reviews on all aspects of religion, and religious education.

The Ka'ba, Mecca: shrine to Islam's past—and its future?

New spirit in old Faith

Kalim Siddiqui argues that radical social and economic changes are necessary in the Muslim world

Scholarship in the world of Islam is suffering from academic schizophrenia. Muslim scholars are caught between the powerful memory of a great past and the equally strong expectation of a great future. But Muslim scholars are also products of an alien, even hostile, western civilization which originated in Europe and has, in the past 200 years, brought the entire world under its overpowering influence.

Nevertheless, Muslim masses throughout the world still respond to the call which makes a direct projection from the great past, which is an historical fact, to an uncharted and unknown "great future" which is at best a distant dream.

This call has been used as a political weapon to arouse the Muslim masses first against the colonial powers and then to whip up support for nationalist parties and their leaders.

The misuse of a popular idea usually discredits the idea and it is soon replaced by some other variation, slogan or an entirely new idea. Not so with Islam. In spite of all the misuse it has suffered, the hold of the idea that Islam as a dominant civilizational force is bound in the end to re-emerge, shows no sign of weakening. Westernized Muslims, who appear to have all the "secular" values, are among the most ardent believers that Islam alone can save mankind from the "future shock" that lies ahead.

The great strength of Islam lies in the fact that its followers are able to attribute all failure to the human and "enemy" factors. It is never the fault of Islam itself. Islam, as the Holy Qur'an proclaims, is a complete and perfect message. The life of the Prophet Muhammad is the ideal. The city State of Medina that the Prophet established is the model for all future societies for all times and for all places.

Thus, the message of the Qur'an, the example of the Prophet and the model of Medina are the solid foundations on which the Faithful base their understanding of history, their rationalization of the present and their projections of the future.

The educationists and the academics of the west are relatively free of such constraints. The history they have can, for the most part, be rewritten to suit their own purpose. The western intellectual is the product of a living civilization. This gives him boundless confidence. He can make his projections and adjust the educational system accordingly for relatively short-term goals.

Not so the Muslim educationist, academic and intellectual. The Muslim academic has to attain excellence and recognition within the secular jungle law of western intellectualism; he has to establish his credentials by the rather different (but even more exacting) standards of Islamic learning, and he has to produce operational policy alternatives that might lend to a projected "great future".

In this situation, mass schizophrenia is inevitable. Contemporary Muslim or "Islamic" literature, not to speak of political, social and economic behaviour, is a reflection of these often conflicting forces bearing down upon a relatively small number of Muslim educationists.

These educationists, now meeting in Mecca, face an unenviable task. Education itself is the least of their problems. The major question they face is "education for what?"

If the answer, or the assumption, is "education for a new civilization of Islam", then they will have to come to grips with the social sciences as well as the harsh social realities.

Two examples should suffice. First, the political identity of the world of Islam now lies divided into relatively small "nation states". The concept and structure of the "nation state" is entirely western and totally alien to Islam. Islamic futurology will have to assume that the Muslim nation states will in some way or will have to be brought down.

In that case the Muslim educationist has to produce the blueprint of the political order that will replace the Muslim nation state, however distant a future that might be.

Second, the economic system that now prevails in all Muslim societies is feudalist and capitalist to a point that its origin in Islam can neither be traced nor justified.

Indeed, the fact is that Muslim capitalism is as ruthless and destructive of Islamic values as western capitalism. To put it bluntly, the economic system of Muslim-societies bears no resemblance to the economic system of Islam. The projection into the future will have to include this replacement of Muslim capitalism.

In short, Muslim scholars and educationists will have to produce a philosophy of change and a strategy of change within the epistemology of Islam. They will then have to incorporate these into educational systems that are, for better or worse, under the control of the present generation of Muslim governments whose commitment to Islam is at best marginal.

The task is not impossible but may take more sustained effort to achieve than a single conference.

Kalim Siddiqui is director of research and planning, the Muslim Institute, London.

Egypt: national identity stronger than differences

by David Crosbie

"You've been teaching in a women's university college in Egypt?" I am asked. "Fancy a segregated college in a Muslim country employing an Englishman?" In fact the questioners have not quite got it right—nor have those who exclaim: "But I thought Egypt was a modernized country. Surely they abolished single-sex education long ago?"

The Egypt I saw was, indeed, a country committed to continuing social revolution and industrial development, but not a society intolerantly destroying traditional institutions merely because they were old. The Muslims do form the majority of the population, but they do not use their position to impose their will and their way of life on the substantial Christian minority. (The ancient Coptic church is indigenous to Egypt and its members are intensely patriotic.)

Despite differences of religion, and despite some striking disparities in lifestyle and material prosperity—as, for example, between fellahin and urban middle class—Egyptian society is remarkably cohesive, with a strong sense of national identity. This stems partly from attachment to the land—the amazing "gift of the Nile", which forms a long green strip bounded by desert. But the major unifying factors are contemporary secular values spread by the media and, of course, through education.

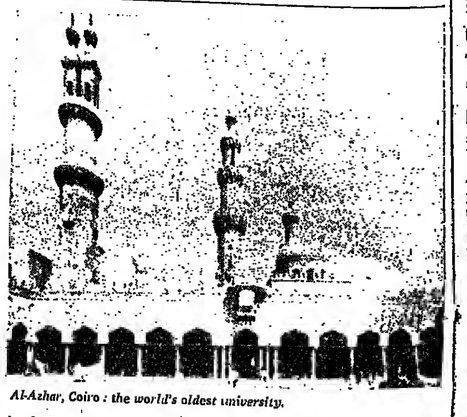
School syllabuses and textbooks emphasize the achievements of the modern state, its leading role in the Third World, in Africa and in the Arab Nation, and its successes against foreign interference and occupation. (It is typical of the Egyptians that they celebrate their victories over British imperialism with public holidays, but welcome British people as old friends.)

The system of compulsory examinations ensures that these textbooks and syllabuses are not confined to the state schools. Children in the private sector of education are taught the same common core curriculum as their counterparts in the public sector.

Private schools may offer an alternative to Arabic medium education; French, English and German schools attract many children, including native Arabic speakers, while the Greeks, Armenians and others have their own community schools. Many private schools cater for Christian minorities—of all persuasions—and many more were originally "mission schools".

Yet education is not segregated; most Christians attend state schools and the majority of children in private schools are Muslims. Even in Christian schools there are large numbers of Muslims; no attempt is made to convert them, and the timetable is arranged to allow them time to perform their prayers. State schools may contain mosques, but Christian beliefs are respected and Christians may take time off to attend church on Sundays and religious holidays.

At university level, it is assumed (correctly) that young people have already acquired a sense of national identity and national pride; only one lecture course is devoted to the political and ideological basis for that identity. Religious beliefs are the personal concern of the student; the university exists only to instruct. Those who require instruction in Islam as part of their study may attend the ancient University of Al-Azhar.



Al-Azhar, Cairo: the world's oldest university.

For reasons of tradition, Al-Azhar has a separate women's college. The Ain Shams Women's College, where I was teaching, is the result of historical accident. Many, perhaps most, of the girls were at this single-sex college because their marks in the school-leaving examination were not sufficient for entry to the Faculty of Arts. There were, however, many who had chosen to study there because it was segregated.

Then there were girls, Christian as well as Muslim, who believed (or whose fathers believed) in the traditional segregation of the sexes—though none objected to teachers who were male or foreign or of another religion.

Nearly all students looked forward to a career after graduating, and many considered it a patriotic duty to work. Some girls considered that teaching was the only suitable career for a woman, but only a few, very religious, girls believed that women should not work at all.

For many girls, Egyptian and Palestinian, their careers lay abroad. Thousands of Egyptian teachers, lecturers, inspectors and other administrators work throughout the Arab world, spreading Egyptian attitudes and procedures. Virtually all my Egyptian colleagues and professional associates had spent or expected to spend several years working in other Arab countries, often in very senior and influential posts.

David Crosbie lectured in Cairo under the auspices of the British Council. He is now a postgraduate student at Edinburgh University.

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KINGDOM OF SAUDI ARABIA

KING ABDUL AZIZ UNIVERSITY
MARCH 31—APRIL 8 1977
Mecca

First World Conference on Muslim Education

Aims and Objectives

by Shaikh Ahmad Salah Jamjoom

"Islam does not believe in or encourage confrontation between Man and Nature. It teaches man to be 'Natural' and thus work in harmony with Nature. Islam teaches man that his basic nature is constant and hence moral values are constant—Truth, Charity, Mercy, Righteousness are constant factors. A man may be 'primitive' in so far as his knowledge of modern facilities is concerned but he may have a highly developed sense of values. Islam also shows how these values are integrally related to the Divinity that God has breathed into Man."

Shaikh Ahmad Salah Jamjoom: chairman, organizing committee of conference, and founder of King Abdul Aziz University, Jeddah/Mecca.

The idea of a World Conference on Muslim Education was generated by the realization that all branches of knowledge in the modern education system that we have borrowed from the West are dominated by secularist and hence anti-Islamic concepts. We must substitute them with Islamic concepts in order to save future generations from being impregnated by anti-religious modes of thinking and to strengthen their faith in the potentialities of Islam.

In the name of liberalism in the West, the basis of faith has been questioned, religious values have been dethroned from the central position they used to hold in their societies and hence young men and women are suffering from a complete lack of direction. Individual freedom has been given such a status that individual realization of partial reality seems to be the only criterion left for the individual to follow.

The permanent norm of a God-given code of life which formed at one time in the West the unquestioned source of assumptions for social, cultural and intellectual life has been torn to pieces. The alternative devised by a group is a new sort of man-made dogma—the communist millennium. It divides and rejects Divinity in Man and concentrates entirely on material existence on this Earth.

And in both the liberal West and the communist world all branches of knowledge, especially natural sciences and social sciences, are controlled and directed by ideas which are entirely antithetical to the Islamic approach. Natural sciences are conceived in the West as a super magic which can help man to twist and torture and alter Nature whereas Islam teaches man to explore Nature in order to learn God-given laws so that he can use it for his own benefit.

Islam does not believe in or encourage confrontation between Man and Nature. It teaches man to be "natural" and thus work in harmony with Nature. Similarly, "social sciences" have grown in the West as a discipline which demands that man should not believe in any predetermined code for a society but accept the principle that the society is a continually evolving and changing phenomenon. This means that there is nothing permanent or unchanging in human nature. Hence values also go on changing.

Islam, on the other hand, teaches man that his basic nature is constant and hence moral values are constant—Truth, Charity, Mercy, Righteousness are constant factors. A man may be "primitive" in so far as his knowledge of modern facilities is concerned but he may have a highly developed sense of values. Islam also shows how these values are integrally related to the Divinity that God has breathed into Man.

Thus we see in every sphere of knowledge a conflict between the secularist and Islamic assumptions and ideas. Unless we have our own textbooks based on Islamic concepts, unless these concepts are formulated by scholars on the basis of planned, extensive and intensive research, our children will get brainwashed and later on our society will become as permissive and godless as the Western societies are, or communism will invade us as it has invaded Europe and East and South Asia.

On the basis of these ideas, a conference was planned. It was felt that education was the problem not of our Muslim country but of all Muslim countries and a large number of scholars are needed to tackle this problem. Hence this conference was called by King Abdul Aziz University—a conference supported now by His Majesty the King and the entire Saudi government. More than 160 scholars are coming from abroad and more than 120 local scholars are participating.

OBJECTIVES

1. To define the principles, aims and methodology of the Islamic concept of education;
2. To suggest ways and means of realizing the above principles in practice; and
3. To formulate methods of securing mutual understanding and cooperation among Muslim scholars all over the world.

The first objective implies that we want the scholars to define in concrete terms the aims of education from the Islamic point of view. This further implies that the Islamic concept of human nature has to be stated clearly and we should know how education can train sensibility in order to enable man to proceed to the path of righteousness that leads to his destiny as Khalifatullah (God's vice-regent). As this cannot be done without indicating the relationship between knowledge and the training of children, sensibility, a re-classification of all existing branches of knowledge has to be done.

The second objective deals with concrete methods of realizing the above goal. We expect that scholars will indicate all basic problems in various fields of knowledge and suggest research projects and projects for preparing textbooks and also recommend ways and methods of training and recruiting teachers so that the right sort of training for pupils may be secured.

But as all these cannot be achieved without mutual cooperation and understanding among the scholars of different Muslim countries the third objective has been laid down. The conference is expected to suggest ways and means of overcoming language barriers, securing a common language for the Muslim world and getting scholars and opinions exchanged.

Along with this the conference secretariat has carried out an extensive survey of education of Muslims both in the Muslim world and the non-Muslim world. These surveys throw considerable light on the present condition of education of Muslim children. The conference is expected to suggest solutions for problems not only for the Muslim world but also for Muslim children in the non-Muslim world.

We hope that these deliberations will be of use for non-Muslims as well because the aims of education and the methods of realising these aims will deal with some fundamental metaphysical questions which non-Muslims, especially in the West, will find, we hope, helpful and suggestive for themselves and their children.

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Integrating the old and the new

by Syed Sajjad Husain

One of the features characterizing most Muslim countries, or countries with a substantial Muslim minority which were once ruled by Muslims, is the existence of two parallel systems of public education, parallel and, 50 or 60 years ago, one would have said, competitive. One is called traditional and the other modern.

The first is represented by institutions styled *Madrasahs* whose curricula and syllabuses have remained unchanged for centuries, and which refuse to take notice of what is usually described as modern developments in ideas and knowledge. Their students limit themselves to what the West calls theology. They study no sciences nor may modern history or geography or philosophy. Those subjects are regarded with some suspicion; they are believed to undermine the foundations of faith and are consequently avoided.

The other system is modelled on Western institutions and their organization and syllabuses are more or less identical with those of Western schools and colleges.

The difference between the two systems reaches far beyond such differences as exist between general and technical education in the West. Both general and technical education have a common base. They are not mutually exclusive at all levels, whereas the traditional and modern systems in Muslim countries are.

The antagonism between them is a reflection of their historical backgrounds. The modern system was introduced in circumstances which even as a memory continue to excite deep passions. Its history is bound up with the history of colonial rule, and it was designed in most countries to impose upon the populous a pattern of life utterly different from their past.

So a section refused to accept it, and clung to the old system, and continues to do so to this day in spite of the end of colonial rule and other changes in the political and economic life of their countries.

The best known instance of this duality, as it is called, is Al-Azhar University in Egypt with its traditional syllabus and methods, functioning side by side with modern universities with a wholly different approach to both the aims and methods of education. In India, a country with a Muslim past and a large Muslim population, the Muslim community resented the introduction of modern education so strongly that for long they boycotted the schools and colleges established by the British and it was not until Sir Syed Ahmed, founder of Aligarh Muslim University, persuaded them that such a boycott would only retard their progress that Muslims started learning English and joining the new schools.

The resentment against modern education stems from two factors. Apart from its association with the history of colonial rule, it is viewed with hostility because it is based on a system of values and assumptions antithetical to Islam, and because the graduates it turns out have a difficult time fitting in with the traditional structure of their social life. Many prove misfits and rebels.

If one of the purposes of education is to train people for citizenship, and if citizenship is taken to imply an understanding of the established pattern of life, the modern system, functioning in countries attached to Islamic values, seems to be largely failing to do so.

But its utility and advantages are also impossible to question. The kind of training which modern administration, economics, or industrialization call for can come from the modern system alone.

This is the paradox that Muslim educationists are faced with and must resolve. The modern system produces bureaucrats, administrators, businessmen, industrialists, technicians, but not men deeply versed in religious lore and capable of providing spiritual leadership.

Besides, it is helping to create a society divorced from all traditional values, producing, as a result, tensions in the social structure, weakening the family tie, and promoting such evils as drunkenness, permissiveness and a general sense of purposelessness in life.

The traditional system, on the other hand, does not meet the needs of modern life adequately. Unless the Muslim countries turn their backs on the world, which is quite impossible, they will need modern science and technology and cannot continue to rely wholly on men trained in theology only.

Experiments designed to integrate the two systems have been in progress since the nineteenth century. Sir Syed Ahmed's Aligarh movement in India was an experiment of this kind. So later was the New Scheme conceived in Bengal by Maulana Abu Nasr Wahied. An Anglo-Persian section added to the *Madrasah* established in Calcutta by Warren Hastings was a partial and hesitant step in the same direction; its aim was to provide an opportunity for students studying traditional subjects to learn some English.

But a perfect solution, which should mean the fusion of the two systems into one, has so far eluded the grasp of educational planners. But it has to be found. For with two parallel and antagonistic systems operating within the same social matrix, the outcome can only be division, tension, and misunderstanding.

The problem, as can easily be seen, is bound up with the question of employment. The products of the traditional system find their chances of employment in a modernized society continually shrinking, and they naturally resent this.

Mutual accusations flung at each other by the two groups have occasionally characterized the controversy over traditional versus modern education. But this does not help. What is needed is a close examination of the merits and disadvantages of the two systems in the light of the modern world. Many of the things valued in the West look different if viewed from the Islamic standpoint, and there need be no hesitation in rejecting them if they do not fit in with Islam.

But it must also be clearly understood what it is that modern education offers. This is not a matter of mere curricula and organization. Once this is appreciated, perhaps it would not be impossible, if difficult, to put an end to the paradox of two parallel and antagonistic systems being allowed to compete within the same social structure.

The problem has assumed a new urgency in Saudi Arabia, a country hitherto living in virtual isolation from the rest of the world. It was content in the past to pursue its own ways caring little what the world thought. Now that this isolation has ended and wealth is imposing upon it responsibilities it did not have to shoulder before, it has been obliged like other Muslim countries to open modern schools and colleges, and universities, that is, institutions with a new syllabus.

But in the process of doing so it is receiving shock elements in modern education it has not bargained for. The Western concepts of unbridled rationalism and liberalism appear to be slowly opening the floodgates of moral anarchy and social instability. The question that Saudi educationists have begun to ask themselves is "what are we after?"

They want progress all right, a better standard of living for everybody, better food, housing, sanitation and medical care, and they are prepared to accept as much of modern science and technology as is necessary for such purposes.

But must they accept in the name of progress the violence and turmoil and moral anarchy of the West as an improvement upon the peace and orderliness of their own social system? Are urban congestion, traffic accidents, drug addiction and pornography a sign of progress? Why does the Western system of education seem inevitably to lead to all this?

The Saudi educationists are at the same time aware of the fact that superannuated conventions which have lost their vitality cannot be kept alive artificially. Societies do change, but change must not mean the abandonment of all that is of real value in the past.

How then to devise an education system which will train Muslims to live purposefully in the twentieth century and at the same time teach them to retain their identity and be conscious of their heritage? This is the exercise that the World Conference on Muslim education will call upon Muslim scholars to address themselves to in the interests of future generations.

Dr Sajjad Husain is in the Department of English, King Abdul Aziz University, Mecca.

Saudi Arabia: model with a difference

by Abdullah Zaid

Saudi Arabia has declared that the basis of its education is "Belief in Allah as the only Lord, Islam as the True Religion and Muhammad (peace and blessing of Allah be on him) as the Prophet and the Messenger of Allah".

After stating 27 propositions concerning various aspects of faith regarding society, progress and achievement in the context of Islam the declaration asserts the aim of education as the correct and comprehensive understanding of Islam, the inculcation of Islamic values and the acquisition of all kinds of knowledge in order to make individuals useful members of a Muslim community.

On the basis of this declaration Saudi Arabia started expanding her education system. But within the last 30 years instead of an integrated system, three systems have so far emerged: Darul-Tawheed system in which there is a genuine attempt to integrate the old religious system and the modern system; the modern system with a heavy load of religious subjects and new kinds of religious universities such as Medina University.

The Darul-Tawheed system was started in Taif in 1364 AH (1944 AD). The aim was to produce experts in Islamic jurisprudence. It also aimed at providing students with a wide perspective in their curriculum with arithmetic, history, literature and rhetoric. The teaching staff was drawn mainly from Al-Azhar University in Egypt.

A modern residential system was introduced and students were encouraged to have entertainments of their own in their club. Teachers and students joined in common picnics arranged for different groups. Teaching methods were revised and instead of just imitating or copying the teacher, students were encouraged to ask questions and think for themselves.

The plan was to give the students of this school university training within the Kingdom. Hence the Sharia Institute was established in Mecca as the nucleus of a university.

But before that experiment could be further tested, the typical Western system was introduced and the modern university engulfed the Sharia and reduced it to one of its faculties. Instead of schools like Darul-Tawheed, modern secondary schools like Azizya and Yamamah secondary schools and a modern university like King Abdul Aziz University and Riyadh University have started introducing the modern syllabuses with text-books produced from the West or imitated from the West. Religion has the status of one of the many subjects.

It is to counteract this modernization and also to fulfil the objective of producing active Muslims ready to take the place of traditional ulama that the Medina University and Islamic University of Imam Muhammad bin Saud in Riyadh were planned and set up.

Interest of revising and Islamizing the modern university subjects through well-planned research projects, we look to the escape routes that different Muslim countries have pursued. We have started setting up religious universities. Such experiments are still to be tested. Thus we are going to maintain a dichotomy in our society—one group dominated by religious feelings and ideas and the other group charged with modern Western secular knowledge.

One of our attempts at this conference is to find out ways and means of integrating these systems with emphasis on specialization at the university stage. We know for certain that nothing can be neutral.

Neither technical knowledge nor scientific knowledge nor the knowledge of natural laws is neutral. They affect our attitude to life, our way of thinking and behaving.

The life of a camel and the life of a car are different kinds of life demanding from us different attitudes to these objects and different ways of treating them. They affect the way we live.

That is why the systems that have emerged deserve to be studied thoroughly before we can pronounce in favour of any one of them.

One thing, however, can be said and that is the efficacy of the Darul-Tawheed system. A curriculum for all students has got to be planned and taught. But even if we prepare such a curriculum unless the teachers get the basic training in Islam that we got in Darul-Tawheed, we will not produce those people who will be able to instill in our children Islamic ideas and manners through their own intellectual code and moral conduct. I still feel that the attempt made at Darul-Tawheed should be further encouraged.

Dr Abdullah Zaid: head, department of education, King Abdul Aziz University, Mecca. Organizing secretary, First World Conference on Muslim Education.

Exhibition

On the occasion of the First World Conference on Muslim Education an important exhibition of books, educational materials and equipment will run concurrently with the conference proceedings under the auspices of Nagevi Khogeer (Mecca) and Reach Publishing Company Ltd. (London).

Prominent among the many hundreds of titles sent to Mecca from the Muslim world are those published by the Islamic Council of Europe and the Islamic Foundation, both of whom do much to further a better understanding of Islam and Muslim culture among the 25 million Muslims now living in Europe.

Among the non-Muslim publishers are such international names as McGraw Hill, Wiley, Pergamon Press, Cambridge University Press and Oxford University Press, the latter registered with over 100 titles covering a wide range of dictionaries, atlases and other important educational aids.

Of considerable interest will be the publication of a new book by Dr Ghulam Saqlin, the assistant secretary of the organizing committee in Mecca, *Modernization of Muslim Education*, published by Reach Publishing Company Limited, on the occasion of the conference.

Professor Brian Holmes, professor of comparative education at the Institute of Education in London, says in his foreword to the book: "Dr Saqlin's work can be commended to all those involved as statesmen or educators in the modernization of society."

At the end of the Mecca conference, the book exhibition will be transferred to the campus of King Abdul Aziz University in Jeddah.

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Islam's philosophy of education

by Hadi Sharifi

From a certain point of view it is not fair to compare the traditional Islamic philosophy of education, which is based on revelation, with purely humanistic philosophies of education. In the Islamic philosophy of education *Hikmah* (wisdom) occupies a significant position. The Qur'an affirms: "He gives the Wisdom to whomsoever He will, and, whomsoever is given the wisdom, has been given much good."

In the light of revelation this leads to the knowledge of *al-Hakim* (the All-Wise). As against this, in all the modern, rationalistic philosophies of education there is usually no room for wisdom or intellect in its traditional sense. One has a divine basis, and the other is the product of the limited human mind, which either denies the revelation or is indifferent to the Truth.

Usually in all of the modern philosophies a certain aspect of human nature (e.g. social, material, individual, biological or psychological) is taken as being his whole nature and being and accordingly an educational theory has developed which neglects the unity and the comprehensive character of human nature. Thus, modern philosophies of education are first of all short lived.

Secondly, every philosophical view of education, because of its very limited and contingent standpoint, can be easily criticized, negated and finally replaced by another.

And thirdly, conflicts and never-ending struggle among different philosophical ideas and speculations seem to be a natural phenomenon.

But from a traditional point of view this situation is critical, for the simple reason that the sharp differences among the philosophical schools have brought confusion to the domain of educational theories, which usually try to define educational goals and orientate the educational praxis.

The second problem is the problem of confusion among the aims and objectives of education in the modern world. This problem is apparently the result of a crisis in the Value System, for if there is a relation between values and educational goals, then every goal (be it social, political, economical, etc) implicitly or explicitly originates from a value perception.

But the impact of this confusion on the domain of educational praxis is the lack of agreement and harmony on the one hand among educators and parents, and on the other among psychologists, sociologists, economists and scientists, who are each from his own specialized and limited point of view interested in the education of children.

The criticism of this situation has produced two different attitudes. A group of scholars has expressed doubts whether education must necessarily have aims. And the second group supports this postulate, that the science of education, like every other science, must be value-neutral.

The development of educational theory is one thing; the possibility of carrying it out is another. Apart from the fact that the rejection of "values" is in itself an expression of a certain value concept, neither of these two attitudes can throw light upon the field of education.

Consequently we are faced with two possibilities: either we have to restrict ourselves to extremely short-lived aims (which are practical and formulated, or, if we still insist on the goal of aims which will be valid tomorrow or next week or next month (such as character-building), we must agree to suffer from the lack of agreement among those interested and involved in educational discussions, and their failure to define right or wrong, ugly or beautiful. If the final purpose of man is not at all clear, no single approach to education is available.

Another characteristic of the modern philosophies of education lies in their insistence upon the rationalistic and thus their forgetfulness of the position and significance of the "heart" in education—an anomaly which does not affect the educational ideas and actions of a traditional culture.

The problem of a pure rationalistic attitude in education lies in the fact that, first of all, the human being (in relation to his unity and comprehensive nature), is not merely a rationalistic creature, and much of his life is not definable in a rationalistic way. Above all, there is the very wonderful fact of human life itself which can only be "explained" as a miracle.

Secondly, in educating our children we have no right to concentrate our power and energy on one aspect only of their existence and neglect the others.

And finally the neglect of the position of the heart (the very centre of the human being, that which can realize the Truth in education) amounts to the forgetfulness of the transcendental dimension of the human life. It also leads to imprisonment forever in our limited sense perceptions and our worldly being, and to confinement of areas which are by no means appropriate in our intellect and real Nature (*Fitrah*).

To speak of the heart and its crucial importance in education as the only means of going beyond the ordinary level of consciousness and of realizing our real nature, is not understandable to the modern man and does not agree with the usual standards and norms of modern psychology only because modern science is limited to the empirical and the sensual.

For a modern scientist or psychologist the heart is no more than a bodily organ, which has a certain biological function. Imam Al-Ghazzali explains what traditional Muslims mean by the "heart": "When we speak of the heart, know that we mean the reality of man, which sometimes is called rub (soul) and sometimes *nafs* (spirit); we do not mean that piece of flesh which lies in the left side of the chest; that organ is not worthy, for even the cattle possess it, as do also the dead. It can be seen by the ordinary eyes, and whatever could be seen by eyes belongs to this world, which is called the visible (*shahadah*) world".

It is clear that every philosophy of education, in which there is no room for facts of life and death and the justification of a meaning for the whole universe could hardly lead to harmony in educational endeavour or to the filling of the gap between educational views and their satisfactory application.

On the contrary, the culture of a traditional society is dominated by harmony and unity. All branches of social life are deeply integrated. Education is an integral part of life and so are philosophy and knowledge, and these are deeply interrelated.

This close relation between philosophy, knowledge and education is of great significance in any traditional culture because the realization of the Ultimate Reality of the Absolute Truth occurs through the channel of spiritual training. The revelation or the existing spiritual doctrine usually provides a theoretical foundation, which describes the structure of Reality and the structure of human consciousness, the ontological status of the world and of all creatures including human beings, and describes the way in which this reality is experienced by means of spiritual training.

Because of this, there exists a sharp distinction between a traditional and a modern philosophy, and consequently between a traditional philosophy of education and a modern one.

Values have a defined hierarchy. Behaviour is structured, and stability appears in life. This stability is guaranteed in a traditional culture are doubtless of a celestial nature. Without the interference of God in our worldly life, unity (by which we do not mean uniformity) could never appear in social life, nor could this stability last for centuries, as is the case in Islamic civilization.

If any further example is deemed necessary, one would compare the modern humanistic civilization of our age with the traditional civilization which existed before the Renaissance in Europe.

The lack of unity, harmony and stability in a culture works against the success of any worthy educational aim. In the modern world, change has been taken illogically as being automatically equivalent with the good and as a sign of progress. Yet a storm is also dynamic and changes many things in its path.

Stability up to a certain degree is indispensable for the education of children. Severe and rapid change causes anxiety and insecurity in human beings, especially in children and young people. No real education can be successful in a society where values, behaviour, attitudes and aims change overnight. The chaotic situation in modern industrial nations is the result of this fact, that the stable core of the culture has become eclipsed. Anyone can offer whatever he wants to children, young people and adults provided that he gets a job as a teacher.

Furthermore, it is also of crucial importance to notice that those social and philosophical schools like Marxism and Socialism, which support radical change and the reconstructing of society, and attack severely the traditional stable societies, are striving paradoxically to establish a stable utopia, a classless society which will attain everlasting peace.

It is absurd to deny that change takes place within a traditional society, although surely the purpose, kind and place of this change have not the same nature as in a modern society. Changes in a traditional society, however, are directed towards the inner world of human beings, and nobody is exempted from this inner change except those who according to the Qur'an "have hearts, but understand not with them; they have eyes, but perceive not with them; they have ears, but they hear not with them. They are like cattle; nay, rather they are further astray. Those—they are the heedless."

This inner change aims at the state of of *insan-i Kamil* ("the perfect man") in Islamic education. Therefore that education is identified with a way, which has a beginning but not an end, for the beginning of this way, is the state of the human being as a terrestrial creature, hence limited and finite), but its end is the perfect man, who is *Khalifat allah* (God's vicegerent); this is the state of primordial man, and because this state is identified with the realization of the Unity of Being (and hence the Truth as Absolute) the end of this way is immersed in the Infinite.

Now, in this challenging situation, it seems helpful to describe the Islamic view of man, which clears the ground for a theoretical philosophy of education. Before being created man existed in the knowledge of God. But because God's grace does not cease, according to the saying of Islamic mystics and philosophers, creation occurs.

And so man becomes separated from his origin, and comes to this world as a stranger, and because of this separation he feels sad until he hears again the voice of God saying "return unto thy Lord". Thus the Qur'an points to the ontological aspect of man, as follows: "We created man of sperm-drop."

According to Muslim attitudes the human mind is important to perceive any relation and proportion between the microscopic sperm and wonder of the human form, if we overlook the hidden hand of the primordial Fabrier, who always and without interruption is acting according to the Qur'anic expression "everyday he is upon some labour". We can detect this hand behind the miraculous scene of creation, provided that our Intellect is not corrupted and clouded by pure human sentimentalities.

After the ontological aspect of man, attention is paid in Islam to the relation of man and God. This relation has two aspects, both of great significance from an educational point of view. In one aspect, the negative, man is a creature of restriction. In the other (the positive) he partakes of the transcendental.

According to the first, man is a forgetful being, because of his *nafs-i ammarah* (carnal soul), and as a result he may rebel against God. But the second aspect of this relation refers to man as "the Image of God" or as *Khalifat allah* (God's vice-regent). In this respect man is being created to comprehend all the Names and Qualities of God. Therefore man can realize the Absolute.

The realization of the true nature of man, which is identified with man as the "Image of God", is possible only by contemplation and prayer, according to the following verse (and also many other verses) of the Qur'an: "and serve thy Lord, until the certainty comes to thee." And this certainty, which comes direct from God, can be experienced in the heart and not in the mind, for the human brain can never escape its own limitations and its own agitations. But the human heart, when it is polished by the remembrance of God, can receive the grace of Heaven, and so realize the Truth. Hence the significance of the cultivation of the heart in Islamic education.

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Islamic education for a secular world

by Syed Ali Ashraf

Dr Syed Ali Ashraf: organising secretary, First World Conference on Muslim Education; professor and head of department of English, King Abdul Aziz University, Mecca.

By Islamic education I mean that type of education which trains the sensibility of pupils in such a manner that in their attitude to life, in their actions and decisions and in their approach to all kinds of knowledge they are governed by the spiritual and deeply felt ethical values that Islam teaches them.

They are trained and mentally so disciplined that they want to acquire knowledge not merely to satisfy an intellectual curiosity or just for material worldly benefit but to grow up as a rational, righteous being and for their own, their families', their people's and for mankind's spiritual, moral and physical welfare.

This attitude is bred by a deep faith in God and a wholehearted acceptance of a God-given moral code. The permanence, necessity and significance of such a code for the natural development of a rational and spiritual being like man is experienced and understood by the application and the operation of those principles in Nature, society and history.

A student who receives this type of education grows up as a harmonious, capable and righteous being with faith and trust in God's Infinite Mercy and His Invincible Justice and lives in harmony and not in conflict with Nature.

He also believes that man is not just a creature of this earth but a spiritual being gifted with unestimated and inestimable power to control and govern the universe under the authority of God, a being whose life therefore extends beyond this world into a region where his own consciousness will fully reassert itself and make him realize the effect of his actions on his own being.

Thus he gets pleasure in doing good and he dislikes or hates doing evil because he knows his good deeds do good to himself and his evil action does harm to himself.

It is obvious that this type of education cannot be imparted easily in a society which has lost its religious moorings. This is what has happened in the West. Though there are various religious groups in Europe and America carrying out their missionary activities neither the authorities in their society nor most of their intellectuals accept the religious code as an inevitable and unquestioned norm providing them with unwritten assumptions.

Since the Renaissance this process of dethroning has been going on and in the twentieth century the intellectuals have succeeded in breaking loose from what they considered as their bondage. The result is that they have become disarrayed, each individual claiming his philosophy as the only correct guidance for himself and sometimes propounding that with missionary zeal for others.

When such an individual philosophy catches the mind of a powerful group it is turned into a dogma. Marxism is such an outcome. For the sake of security in a rootless society some people have accepted this new dogma and with religious fervour have turned their society into a dogma-controlled community.

This implies that religious groups are no longer dominating the social scene in the West and hence all branches of knowledge have an central, integrating force. That is why after the Second World War the Presidents of American universities met in Harvard University in 1957 and divided knowledge into three branches—humanities, natural sciences and social sciences—left out divinity, and decided on a core curriculum for all undergraduates who were asked to take at least one course from each of the three.

They thought that thus they would be able to build up in each student an all-round democratic personality. This means they thought that democracy provides a complete solution for the society. What about man's spiritual cravings? What about the relationship that exists between spiritual realization and the essence of moral values? What about the integral relationship between moral values and human action in a social and cultural set-up? Can democracy take the place of religion?

These questions have not been answered nor can they be answered when society is suffering from rootlessness. The Muslim world has been invaded by this western civilization. This feeling of rootlessness has already entered Muslim society because our intellectuals are now educated in the West, being brainwashed and returning to their own countries after reading textbooks filled with ideas which contradict their traditional assumptions.

Even in their own countries the traditional system has been superseded by the modern system which has been borrowed from the West. As a result the textbooks and courses and even the methods of teaching are creating doubts in the minds of students to the fundamental tenets and assumptions of Islam instead of reinforcing faith in God and purifying the sensibility of confusions and contradictions.

The sponsors of this conference realized that if the intellectuals of the Muslim world do not stem the tide now by positing Islamic concepts in all branches of knowledge and change the methodology from unbridled questioning to the exploration of the significance of everything for the sake of understanding human life and external nature, that time is not far away when the tide will sweep away even the bed-rocks on which the structure of Muslim society is based.

The method which traditionally Muslim society and, in fact, any religion-based society always adopts and should adopt in order to preserve the society, is acceptance of values, experimental reality based on that acceptance and the application in active life of the realization of truth through that experience.

The method that modern education and modern civilization teach is questioning without any accepted norm and collection of data on the basis of answers found or discovered. Thus, according to the previous method the foundation of society is realized to be morally sound whereas according to the latter, the society is disturbed by individual realizations which are almost always conflicting, heterogeneous and goalless.

Muslim intellectuals are expected now to justify their methods and at the same time restate their traditional ideas in the context of the new and formulate new concepts for new branches of knowledge by reasserting the spiritual realization of truth as enshrined in revelations from God.

That these revelations have within them the source of all kinds of knowledge for the benefit of mankind has to be shown to modern man in order to convince him of the unending potentialities of Islam.

This job has now fallen to modern intellectuals because these intellectuals have taken the place of the older *Ulema* class. Instead of the older class, it is this new class which guides and governs the minds of younger generations. Therefore educational reform is necessary. This is not just the reform of some methods and techniques. It is a reform of the basic concepts of sociology, economics, political science, psychology, history and a rewriting of textbooks on the basis of Islamic concepts. It is a gigantic task.

For the western and the entire secular World, this experiment will be extremely valuable if the Muslim world can show the efficacy of these concepts in the form of intellectual growth without any loss of the emotional stability that faith in God and a God-given code provides.

This may thus open the eyes of secularists and strike a responsive cord in their hearts. They may begin to think afresh of Man and his nature and also rethink the necessity of providing sustenance to human spirit.

Western concept of knowledge

by Syed Muhammad Al-Naquib Al-Attas

Many challenges have arisen in the midst of man's confusion throughout the ages, but none perhaps more serious and destructive to man than today's challenge posed by Western civilization. I venture to maintain that the greatest challenge that has surreptitiously arisen in our age is the challenge of knowledge, indeed, not as against ignorance, but knowledge as conceived and disseminated throughout the world by Western civilization. Knowledge, whose nature has become problematic because it has lost its true purpose due to being unjustly conceived, and has thus brought about chaos in man's life instead of peace and justice, which pretends to be real but which is productive of confusion and scepticism, which has elevated doubt and conjecture to the "scientific" rank in methodology and which regards doubt as an eminently valid epistemological tool in the pursuit of truth; which has, for the first time in history, brought chaos to the three kingdoms of nature—the animal, vegetable and mineral.

It is important to emphasize that knowledge is not neutral, and can indeed be infused with a nature and content which masquerades as knowledge. Yet this is in fact, taken as a whole, not true knowledge, but its interpretation through the prism, as it were, the world-view, the intellectual vision and psychological perception of the civilization that now plays the key role in its formulation and dissemination. What is formulated and disseminated is knowledge infused with the character and personality of that civilization—knowledge presented and conveyed as knowledge in that guise so subtly fused together with the real so that others take it unawares *in toto* to be the real knowledge *per se*.

What is the character and personality, the essence and spirit of Western civilization that has so transformed both itself and the world, bringing all who accept its interpretation of knowledge to a state of chaos leading to the brink of disaster? By "Western civilization" I mean the civilization that has evolved out of the historical fusion of cultures, philosophies, values and aspirations of ancient Greece and Rome; their amalgamation with Judaism and Christianity, and their further development and formation by the northern peoples.

From ancient Greece is derived the philosophical and epistemological elements and the foundations of education and of ethics and aesthetics; from Rome the elements of law and statecraft and government; from Judaism and Christianity the elements of religious faith; and from the Latin, Germanic, Celtic and Nordic national spirit and traditional values, and the development and advancement of the natural and physical sciences and technology which they, together with the Slavic peoples, have pushed to such pinnacles of power.

Islam too has made very significant contributions to Western civilization in the sphere of knowledge and in the inculcation of the rational and scientific spirit, but the knowledge and the rational and scientific spirit have been recast and remoulded to fit the crucible of Western culture so that they have become fused and amalgamated with all the other elements that form the character and personality of Western civilization. But the fusion and amalgamation thus evolved produced a characteristic dualism in the world-view and values of Western culture and civilization; a dualism that cannot be resolved into a harmonious unity, for it is formed of conflicting ideas, values, cultures, beliefs, philosophies, dogmas, doctrines and theologies altogether reflecting an all-pervasive dualistic vision of reality and truth locked in, despairing combat.

Dualism abides in all aspects of Western life and philosophy: the speculative, the social, the political, the cultural—just as it pervades with equal inexorableness the Western religion.

It formulates its vision of truth and reality not upon revealed knowledge and religious belief, but rather upon cultural tradition reinforced by strictly philosophical premises based upon speculations pertaining mainly to secular life centred upon man as physical entity and rational animal, setting great store upon man's intellectual capacity alone to unravel the mysteries of his total environment and involvement in existence, and to conceive out of the results of speculations based upon such premises his evolutionary ethical and moral values to guide and order his life accordingly.

There can be no certainty in philosophical speculations in the sense of religious certainty based on revealed knowledge understood and experienced in Islam; and because of this the knowledge and values that project the world-view and direct the life of such a civilization are subject to constant review and change.

The inquiring spirit of Western culture and civilization originated with disenchantment towards religion as that civilization understands it. Religion in the sense we mean has never really taken root in Western civilization due to its excessive and misguided love of the world and secular life and of man and preoccupation with man's secular destiny. Its inquiring spirit is basically generated in a state of doubt and inner tension; the inner tension is the result of the clash of conflicting elements and opposing values in the contrived dualism of the contexts in which the notions of change and development and progress is understood is always this-worldly, presenting a consistently materialistic world-view that can be termed as a kind of humanistic existentialism. The spirit of Western culture that describes itself as Promotheus is like the Camusian Sisyphus who desperately hopes that all is well. I say *desperately hopes* that all is well because I suspect that the fact cannot be that all is well, for I believe that he can never really be truly happy in that state.

The pursuit of knowledge, like the struggle to push the stone from the plains up the mountain where at the top it is destined to roll down again, becomes a kind of serious game, never ceasing, as if to distract the soul from the tragedy of unattainment. No wonder, then, that in Western culture tragedy is extolled as being among the noblest values in the *drama* of human existence!

Reliance upon the powers of the human intellect alone to guide man through life; adherence to the validity of the dualistic vision of reality and truth; affirmation of the reality of the evanescent/aspect of existence projecting a secular world-view; espousal of the doctrine of humanism; omission of the allegedly universal reality of drama and tragedy in the spiritual, or transcendental, or inner life of man, making drama and tragedy real and dominant elements in human nature and existence—these elements altogether taken as a whole are, in my opinion, what constitute the substance, the spirit, the character and personality of Western culture and civilization.

It is these elements that determine for that culture and civilization the moulding of its concept of knowledge and the direction of its purpose, the formation of its contents and the systematization of its dissemination; so that the knowledge that is now systematically disseminated throughout the world is not *true* knowledge, but that which is imbued with the character and personality of the West.

Doctor Syed Muhammad al-Naquib al-Attas is professor of religion at Temple University, Philadelphia.

Serving God and Mammon

Saudi Arabia's educational problems are those of affluence. How best to develop a high technological level of learning while at the same time preserving the teachings of Islam is a key predicament. Tim Devlin reports

Biology student at Jeddah.

"Never", said Mr Jimmy Hill, the football supremo of Saudi Arabia, "in the course of human construction has a nation attempted so much in so short a time." He used Winston Churchill's imagery to show the enormity of the task of creating a Saudi Arabian football team of World Cup standard. Yet his task is nothing compared to that of the nation's education leaders. Money at present seems unlimited, but the life-span of the oil-boom is not.

Perhaps the greatest problem facing the nation is to continue to serve God and Mammon with equal fervour. For the same educational policy which must meet the manpower needs of modern technology has as its fundamental duty that of "acquainting the individual with his God and religion and adjusting his conduct in accordance with the teaching of religion in fulfilment of the needs of society. . .". The Qur'an is both the country's Bible and Constitution.

Saudi Arabia has been a unified country only since 1932. Strict control of immigration and visits needs to maintain its isolation from the rest of the world, except for the small areas around Mecca and Medina which are religious centres for millions of pilgrims run other Muslim states.

The first regular Arab school was established in Jeddah in about 1900. A handful of Hashemite schools were started after the revolt against the Turks in 1914. These schools came under the control of a united Saudi Arabian Education Ministry in 1954. Yet in 1958 there were only a score of proper secondary and primary schools, and these were for boys only.

An attempt was made in the 1950s to start schools for girls but there was such an outcry against it that the first pilot girls' schools had to be closed down. Then, in the 1960s, with the help of the National Guard, who were called out to man the gates, 15 schools for girls aged between six and 12 were opened in Riyadh.

By 1953 Saudi Arabia was one of the world's biggest oil producers. She now produces an average of more than eight million barrels a day, a third of all the non-Communist world's oil reserves.

The effect of the boom on education became apparent when the rapid expansion of schools started in the 1950s. In 1961/62 the nation spent 168m riyals on the education service. By 1980 this annual figure will have been multiplied 78 times to reach 13,170m. The annual allocation in 1974/75, the latest figures available, showed that a twelfth of the national budget or some 3,760m riyals (at that time worth £376m) a year were being spent on education.

This meant that the spending rate per head on school children was comparable to that in England and Wales. We were spending £4,000m on a secondary and primary population more than ten times the size. Now Saudi Arabia will have easily outstripped us.

The bulk of the Saudi allocation has gone on buildings. On average one new school is being completed in the Kingdom every three days and universities and colleges have been greatly expanded with the building of five universities.

The greatest advances have been made in girls' education, which is run entirely separately from boys' and is supervised by the girls' Education Administration. The first intermediate schools for girls aged from 12 to 15 were opened in 1963, and the first secondary school for girls aged 15 to 18 two years later.

By 1969 women were admitted in special girls'-only classes linked by closed circuit television to universities in Riyadh and Jeddah and to the College of Education in Mecca.

In the early 1960s there were 10 times as many boys as girls in primary schools in Saudi Arabia; by 1975 there were twice as many. And only one wonders what opportunities girls in Saudi Arabia are being educated for. Apart from teaching few careers are open to them. The 43-page booklet which contains the Kingdom's education policy devotes less than half a page to women's education. "The object", it says, "is to bring her up in a sound Islamic way so that she can fulfil her role in life as a successful housewife, ideal wife and good mother, and to prepare her for other activities that suit her nature such as teaching, nursing and medicine".

Students at Riyadh University's Agriculture Faculty on a poultry farm. Near self-sufficiency in foodstuffs is one ambitious Saudi aim.

The first five-year plan aimed to provide school for as many pupils as possible and reached its target of educating by 1975 some 530,000 boys, probably about two-thirds of those in the country, and 271,000 girls, probably about a third.

The second five-year plan aims to double these numbers by 1980 and also to tackle one of the biggest problems facing the education system: the numbers who fail to complete the primary stage and drop out. Pupils cannot go on until the next stage of schooling until they pass an examination and obtain a certificate.

Figures show that although there were 576,697 pupils in primary schools in 1973-74 there were only about another 150,000 in intermediate and secondary schools. The biggest wastage is between the first two years of primary schooling, when more than about a fifth drop out.

The second five-year plan is attempting to bring about major changes in teaching. It aims to expand the numbers in teacher-training institutions from 15,000 to 27,000, so that the teaching force becomes mainly Saudi instead of as at present, mainly Egyptian and Palestinian.

The difficulty here is enabling women trainees to go into the schools in rural areas, where they cannot live alone, but must stay with relations. Out of 1,500 who graduate a year from the training colleges, only between 300 and 400 go into the schools.

The plan also envisages the setting up of experimental schools and a rapid breakdown of the highly centralized system which now exists where textbooks and timetables are rigidly controlled.

The plan will introduce a technical revolution into education to train the middle managers the country badly needs. A Centre for Science and Mathematics is to be built in Riyadh, and four branch colleges, 12 new industrial education schools, five new agro-industrial, five new commercial schools and one high commercial institute are also planned.

It is as if the nation was learning to walk, talk and fly all in the space of a few years. Yet it cannot survive long on imported technicians when the oil runs out. Education is to be one of the main agents for change and genuine independence.

Tim Devlin is education correspondent, The Times.

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Towards the renewal of the ancient university

by S. M. Hossain

The original teaching system of the Muslim world fell into two groups, the elementary and the higher education. In both the elaborate system of instruction which we have in our schools, colleges, universities and other educational institutions was conspicuously absent. The system was not governed by a set course of studies, controlled by regulations of all kinds and subject to periodic official supervision. It was, in fact, a magnificent experiment of public enterprise in education, free public instruction, freedom of teaching and freedom of studies—an amazing anticipation of the most modern conception of education.

The state had very little to do in the beginning; only later did it come forward to supplement the public efforts for diffusion and promotion of learning. And when the state extended financial support it did not impose any restriction or control in the matter of teaching.

There were no fixed rules as to the number and period of lectures and holidays. All these depended on the inclination or discretion of teachers. For example, Abdullah b Abbas lectured an entire day on the interpretation of the Qur'an, law, the Muslim conquests, poetry and the works of the Arabs; Hasan al-Basri was in the habit of teaching till past midday; Shafi'i began at dawn with the Qur'an and went on till noon with classes in traditional discussion, Arabic grammar and poetry.

The early Muslim educationists fully realized the great importance of the personal contact of the teachers with the taught. They were well aware of the moulding and enlivening effect of such contact with the students and the enduring influence it had on the students' lives. Their method of instruction thus included tutorials and discussion groups both in college and in student houses and halls of residence.

In all the stages of the development of Islamic education the teacher held the same independent position. In this system of education, teachers were the fountainhead. Degrees were valued because of them, contrary to the modern practice where the teacher is a paid employee and the institution is employer. Today the value of a degree depends on the institution while in the Islamic system of education not only the value of degree but also that of the institution itself depended on the merit and scholarship of the teacher.

The system of education in the mosque, inaugurated by the Prophet and expanded by his companions, was a wonderful drive for adult education among the Muslims. It was purely voluntary and entirely free.

In many mosques there were different halls and annexes to provide accommodation for classes as well as lodgings for students and teachers. The buildings of even the oldest mosques are now honoured for establishing both colleges and Houses of God. The big mosque in a large city invariably had a big college attached to it (Jami') from which the term Jami'a has later been derived as the name of a university.

Separate institutions for higher studies called *madrasas* did not come into being until 350 AH. Of the numerous *madrasas* which filled Baghdad, Nisapur, Cairo and other cities of the Muslim world, Nizamiya, Mustansiriya, Asheir, Dar al-Ilm, Dar al-Hikmat and Madrasah-i-Abu 'Ali al-Husain of Nisapur were prominent. Not only theological subjects were taught in these *madrasas* but they also had faculties of medicine, philology, applied sciences and so on.

A *madrasa* for women was established in Cairo in 634 AH by the daughter of Mamluk Sultan Tahir. The daughter of Malik Ashraf known as Khoun erected a *madrasa* for women in Damascus. Another *madrasa* was founded by Zemurred, wife of Nasiruddin of Aleppo.

Every great mosque built by the Muslim emperors had a full-fledged *madrasa* attached to it. A chapel and a library were necessary components and residential arrangements for students and teachers were a distinctive feature of the Madrasah which were thus, precursors of the residential colleges of British universities.

The system of education in the old Indian *madrasas* was more or less the same as was in vogue in the countries of the Turkish Empire, and it had the same objectives as in the countries of central Asia. Thus, under the Afghans, the Turks and the Maghuls the courses of study were: grammar, rhetoric, law, jurisprudence, logic, mysticism, exegesis, tradition and medicine, which included some branches of science, such as alchemy, botany, and biology.

During the reign of Akbar, the syllabus also consisted of some new subjects such as agriculture, economics, civics and history. This system of education continued till the British occupied the sub-continent. After their military victory, in order to perpetuate their rule, they followed a policy of "divide and rule", but the education system proved to be a deterrent. The British then imposed a new system of education which was opposed by the Muslims. The present system of education—secular or religious—is the direct result of that scheme which was designed to serve the colonial needs of the British. By dividing education into secular and religious education and by establishing separate institutions for both the divisions, the British scheme of dual education replaced the unitary Islamic system and resulted in perennial discord among the products of the two systems.

The invasion by the hordes of Ghengis Khan destroyed the most important universities and massacred the learned. This hornc dealt a death blow to Islamic learning which paralysed the Islamic spirit of liberal study and investigation.

Muslims all over the world now realize the paramount need for scientific studies. Technological advance, no less than theoretical sciences, is invaluable for acquiring power over nature and, therefore, the present emphasis on it in every Muslim state is most welcome. There is an increasing desire in the Muslim world today to root out social and moral evils and build a new society on sound Islamic moral foundations. But the desire is far from realization and the process of moral regeneration is much slower than that of intellectual revival. It is more difficult to mould the character of a nation than to mould its thought.

What is now needed most is Islamic ideology and the moulding of life in accordance with this ideology. Universal education is required to bring this moral values home to every Muslim. Islamic ideology and Islamic practice are not the same. One is an effort of the intellect, the other is that of the will. An enlightened intellect is not necessarily a dedicated will. A wide gulf between belief and practice is seen today throughout the Muslim world.

True revival of Islamic culture depends mainly upon the bridging of this gulf. The division between the secular and religious systems of education led to an unfortunate cleavage in Muslim society. The modern Islamic university will eventually bridge the gulf between the two systems of education and turn out well-educated young men endowed with Islamic character and, as such, worthy and useful citizens of the Islamic world.

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How Britain was slow off the mark

by Tim Devlin

The possibilities in the Saudi Arabian education market were realized by the Americans and the Germans and by many of Britain's other industrial competitors many years ago. The flag for Britain was flown by the British Council during the 1960s after it managed to get a villa in Riyadh. But it acted mainly as a centre for English language teachers. It was not until 1975 that the Council began its Paid Educational Services exercise and the possibility of it negotiating multi-million pound package deals for British contractors in Saudi Arabia first emerged.

The Saudis need the kind of expertise that Britain can give if they are to carry through their ambitious five-year plan to 1980. This aims to transform the country into a thoroughly modern technical nation training a new generation of middle management Saudi technicians. They could particularly benefit from British experience if they are to set up their own version of the Open University in Riyadh, training teachers and broadcasting programmes to schools.

But most of the expertise and equipment can also be got from America, which has pumped millions of dollars into the kingdom since the end of the Second World War, and where many of the members of the all-powerful Royal family, who form the ruling Council that decides the contracts, have been educated.

The Saudis do not like, however, to put all their contractual eggs into an American basket, especially if there is a chance of major Arab-Israeli hostility. So, since many of their new programmes are connected with English language teaching, overtures of British help are often welcomed.

The British government has been slow in taking the hint that nothing but multi-million pound package deals backed by government guarantee and Ministerial deputations are likely to have any hope of success with the Saudi Cabinet.

We tried too late, for example, to get in on the £300m university in Riyadh. But in March, 1976, we submitted a glossy 40-page plan for the country's newest university—King Faisal University—to be built on two sites at Dammam and Hofuf. It promised the cooperation of a team of academic stars from more than 20 universities and colleges in Britain headed by Sir Walter Perry, vice-chancellor of the Open University. King Faisal University is designed to become the leading centre of learning and research for the Islamic International Community of Nations.

The plan was guaranteed by "Her Britannic Majesty's Government" and it was estimated that it would have brought in some £600m to Her Britannic Majesty's Exchequer. It is still on the order books.

We held higher hopes of being commissioned to build a handicapped village for 3,000 "less fortunate" children in Riyadh. The plan was backed by Sir Alec Clegg, former chief education officer for the West Riding of Yorkshire. It was submitted in May 1975, work was to start in 1977 and to take four years. The contract was worth about £100m. It, too, is still waiting for a decision.

The one educational contract that has been signed between Saudi Arabia and Britain is for about one million pounds. It is for the British Council to supply education services to King Abdul Aziz University in Jeddah. This so far is the sole fruit of four years' cultivation.

Modern languages in the Muslim world

In the more recent past, it has been considered perfectly acceptable in the Muslim world for middle and lower management positions to be filled by expatriate employees. Political, social and economic changes, rapidly accelerating in pace and affecting all levels of the population, have made this attitude untenable; national pride, common justice and political expediency make it essential to educate a wide spectrum of the indigenous population.

After basic numeracy and literacy perhaps the most essential skill, particularly for those countries in which a language little known outside the territory is the mother tongue, is a working knowledge of the main modern languages.

Because these must be taught to people who may not be used to absorbing information from the printed word, modern methods using audio-visual systems and language laboratory techniques have been found the most effective.

Traditional methods of language teaching, embodying the rote-learning of grammatical paradigms and of irrelevant vocabularies, are now widely discredited. The recent survey on language teaching conducted in Britain by the Department of Education and Science has shown a horrifying drop-out rate even among the mere academic students being taught on these lines.

The need is for a language teaching method which motivates and maintains student interest, which imparts the required skills simply and quickly, and which achieves an acceptable retention rate. Programmed, direct-method, structure-learning systems, with a vocabulary and situations relevant to the students' lifestyle and objectives, are achieving a gratifyingly high success ratio.

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The most modern methods suggest that the best way of learning is for the pupil to listen to what he has heard; then to repeat what he has heard; then to read what he has heard: this is exactly how studious Muslim youth have learnt the Qur'an for centuries.

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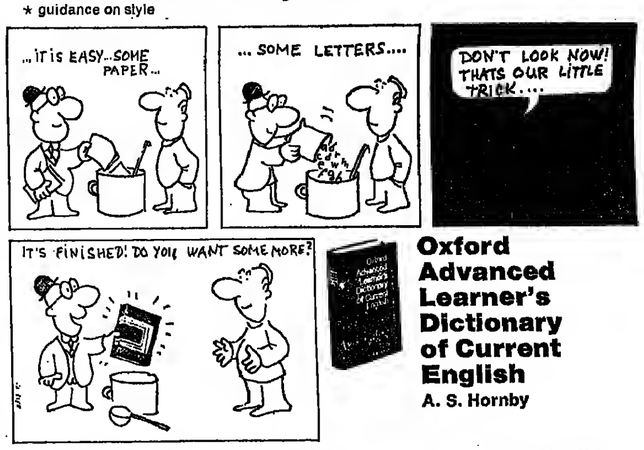

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Pitfalls of western religious studies

Afzal Rahman argues that the 'secular' teaching of religion in schools in the west is undermining Muslim communities

As Britain and some of the other western countries are becoming multi-cultural and multi-religious societies, the nature of religious education is undergoing a dramatic change. Now a much-much of all religions is taught in schools. It is argued that this helps integrate children from different cultures into the life of the school.

But the changes have been so great that even the British Council of Churches is now saying "that since the local education authorities' schools can no longer be expected to carry any more responsibility in principle for Christian nurture than for the nurture of Muslims, Jews or Humanists, local churches must accept full responsibility for the Christian nurture of their youth".

The Birmingham syllabus, for example, takes the view that the subject should be Religious Education—emphasizing both these words. The religions which contribute to be the major content of study will be presented in order to increase understanding and to encourage personal growth and independent response to living. They will be studied in the context of the secular ways of life.

This approach has also been supported by the Free Church Federal Council which accepts that the syllabus should include "the ideological stands of those unable to accept or practise the tenets of any religious faith". The more conservative Association of Christian Teachers agrees that there should be "an examination of other significant world views". And these will include "world views which have no overt religious basis".

The discussion document produced by the Religious Education Council concludes: "the subject should be regarded as helping pupils to become educated about religions and other life stances and to be both appreciative and critical of it".

A very similar statement was issued last year by the Christian Education Movement which sees religious education as education which will help children to find their own beliefs.

The Humanists go beyond this and insist that if religion is considered an integral part of education, then "it must also be accepted that non-religious belief has a basis and integral place".

This liberal attitude towards religious education is stressed in a book entitled *Discovering an Approach*. It is the work of a Schools Council curriculum development project, Religious Education in Primary Schools.

It emphasizes that any programme of religious education for children ought to take account of the ways in which a child comes to terms with his world. It must build upon his everyday experience and take note of the influence upon him of home and society.

Thus there seems to be a general trend among all opinions, including religious as well as secular, towards more liberalism in religious education leading almost to a non-religious or an irreligious type of religious education in schools. This is happening in Britain and other western countries are not far behind.

This type of education is diametrically opposed to the Islamic philosophy of education. There is bound to be a dominant Christian element in multi-faith studies and all other religious, including Islam, will be taught by Christian or other non-Muslim teachers who will not, for obvious reasons, present the true picture of Islam. Gradually Muslim children will be integrated in Western society.

Many Muslim parents living in the West are worried about the religious education of their children and the influence of Christianity and of Western culture in the schools.

A sound and balanced Islamic education is necessary to protect our young generation from the onslaught of Western influence and to keep them within the fold of Islam as practising Muslims.

The philosophy which dominates Western culture in general, and Western education in particular, is not only diametrically opposed but also positively hostile to the Islamic philosophy of life. Young Muslims find themselves in a society where their friends and others dance, drink and freely move in mixed gathering with persons of their choice and have unrestricted relationships both before and after marriage.

They are not bound by any moral and religious values or social norms. In view of these un-Islamic forces and unhealthy social and educational surroundings Muslim youth must be equipped with sound Islamic education and trained to believe in Islamic philosophy and live in Islamic culture.

Only a very genuine effort on the part of the Muslim community and a comprehensive system of education and training can protect the new Muslim generation living in the West from the unhealthy trends and temptations.

There is no doubt that the majority of the people are aware of the dangers to which their children are exposed in Western society. But they do not fully appreciate how serious these dangers are. Moreover, many of them are not equipped to provide the necessary education and training to their children to face this danger.

It is, however, vital that Muslims should give top priority to the religious and cultural education of their children in the West before they are completely lost in the materialism and atheism of a secular liberal society.

Afzal Rahman is chairman, the Muslim Educational Trust, London. This article is an edited extract from his paper to the conference.

Muslims praying in Hyde Park during last year's World of Islam Festival.

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Indonesia: a mixture of religious and secular

by Deliar Noer

When Indonesia proclaimed her independence in 1945 the prevalent educational concern among the Islamic oriented people was how to produce educated young people fitting the needs of the time but still devoted to and conscious of their religion. They wanted to fill the gap which had been created in the past by the two separate educational systems of religious and "general" schools.

One of the weaknesses of the religious school system in the pre-independence period was that there was no common standard. Schools which were able to recruit well-trained staff members—and these were only a few—were able to organize a more or less acceptable curriculum. But many schools were not able to do this and were staffed by less qualified people. There were no standard textbooks; those in use ranged from those used in Dutch government schools to those intended for schools in Arabic-speaking countries, classical religious books of the Middle Ages, and also books written by a few of the recognized Indonesian religious teachers. Often the teachers dictated their own lessons to the students.

The result was that graduates of these schools, although officially of the same level, had actually attained quite different standards.

Another weakness of the religious school of the pre-independence period was its inattention to administrative training. The people who ran the schools had no formal administrative training. They were intentionally careless about administration. They joined religious schools primarily to spread religion. They taught that even with their lack of administration this alone could be achieved and their graduates could still be of much use to society.

After independence Sumatra seemed to be more able than Java to improve religious education. Haji Mahmud Yunus, a Cairo graduate, drew up a plan for the establishment of the six-year elementary course, the three-year junior secondary course and three-year senior secondary school course. This plan was put into effect by the religious office of Lampung region in 1948. The other areas of Sumatra, however, were not able to realize this plan.

Mahmud Yunus also suggested that religious instruction be given in all government general schools from the elementary to the senior high school for two hours a week. A conference of the Sumatra education officers in 1947 agreed with this suggestion and from that time on all schools in Sumatra organized Islamic courses.

In 1948 Mahmud Yunus was also able to draw up a proposal for the teaching of Islam at the general junior secondary school. His interest in this field obtained a favourable response from the provincial government which appointed him inspector of Islamic courses at the provincial educational office while at the same time retaining the function of Islamic head of the provincial religious office.

In the revolutionary period when life and government administration were somewhat disrupted the various schools received less guidance in organizing their religious courses. Much depended on the various teachers concerned. Yunus's efforts, however, served as an indication of the importance of the question of religious education in independent Indonesia.

Although the central government in Java was not able to establish religious schools of its own during the revolutionary period, this does not mean it paid no attention to the idea.

The Ministry of Religion soon set up a special section, charged with the task of seeking to further the "education and instruction of the Islamic and Christian religion", the "appointment of religious teachers" and the supervision of religious education. The ministry was also able to give some guidance in the teachings of Islam at the general elementary schools.

Immediately after the revolution an attempt was made to coordinate the religious schools not only for Java and Sumatra but also for the whole Indonesian Islands. For this purpose a special religious educational section was established at the Ministry of Religion.

One of the efforts to improve religious education in Indonesia was the establishment of religious institutions of higher learning. As early as 1945 an Islamic University was founded. This was a private university which is still in existence. The Ministry of Religion founded its first tertiary-level institution in 1951. In Jakarta an academy of religion was founded in 1957. This academy gave a three-year course intended merely for ministry officials and teachers.

After independence in 1949 a new start was made to develop a syllabus for the general schools. The Sumatra and Java plans were both replaced in 1951 by a new one which seemed to be a compromise between the two. Religion was to be given at the elementary general school from the fourth grade. However, in "extraordinary areas" religious instruction could be given from the first year.

While it has been difficult to find the right teachers in religion for the general elementary and the secondary schools, it is still more difficult to find the right lecturers in religion at the ordinary universities. At these tertiary level institutions religion has been a compulsory subject since 1960. The universities have had to find the necessary lecturers themselves in consultation with the Ministry of Religion and Ministry of Culture. In 1963 the Ministry of Education established a body for the development of religious education at universities in order to find ways and means of recruiting religious lecturers. One of the difficulties in the recruitment of religious teachers originates from the fact that until the sixties there was no standardized religious teacher training institution. Teaching religion for more than 12 years' schooling demands a well organized curriculum which is not easy to work out. The religious teachers in the early years after independence had different backgrounds, coming from traditionalist or modernist schools, or having been trained abroad.

The development of religious instruction at the general elementary and secondary schools, as well as the introduction of religious courses at tertiary-level institutions after 1965, reflected the existing ideas about the position of religion in general in Indonesia from the pre-independence. The first question was related to the compatibility or incompatibility of Islam with the needs of modern times. Some of the westernized intellectuals—and these people exercised a great influence on the development of education in independent Indonesia—considered Islam to be incompatible with modern needs. They wanted to confine religion to the individual realm and took the western development of the separation of church and the state as their model.

They have been able to prevent Indonesia from becoming an Islamic state. In 1945 just after the proclamation of independence an agreement previously concluded by Muslims, religiously neutral nationalist and Christian representatives, in which Muslims were obliged to practise Islamic laws, was abrogated. Since then the state has been based on five principles: God, humanity, nationalism, democracy and social justice.

Deliar Noer lectures at Griffith University, Australia. The above article is an edited extract from a paper being delivered at the Macao conference.

In "general" schools classes are mixed. Here pupils learn weaving.

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The aim of colonial educational policy was "to form a class of persons Indian in blood and colour, but Englishmen in tastes, in opinions, in morals and in intellect"

Pakistan and the legacy of British colonialism

by Khursid Ahmad

Pakistan is a new old country: new because it appeared on the political map of the world as an independent country only on August 14, 1947; old because although the country was new, it did inherit a long-established tradition with all its strengths, weaknesses and stresses.

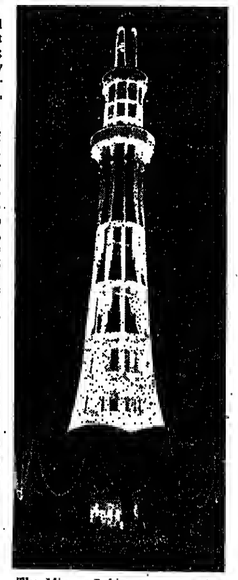
When Britain conquered India its system of education was one of the most advanced in history, with almost universal literacy and specialized institutions catering for different branches and levels of education. "Perhaps there are few communities in the world", wrote a British visitor to India in 1844, "among whom education is more generally diffused than among Mohommedans in India. He who holds an office worth 20 rupees (£1.20) a month gives his sons an education equal to that of a prime minister" (Sleeman, *Rambles and Recollections*, London).

The picture was very different a century later when the British riders left the sub-continent. The level of illiteracy had risen from zero to 80 per cent. For a total population of 32m in what now constitutes Pakistan there were only two universities, two engineering colleges with an annual output of 123 graduate engineers, two medical colleges with an output of 50 doctors, some 2,500 secondary and 8,500 primary schools.

A highly developed educational system had died a slow death. Only a distorted skeleton of it remained in the form of traditional religious education. On the debris of the old order a new anglicized system of education was developed which neither conformed with the genius of the people nor was able to produce enough educated leadership to meet the needs of the society.

The new education was imparted through the medium of English and was geared to a system of examinations yielding degrees and certificates which acted as visas to employment in government services.

Education had no roots in the culture and values of the people it was supposed to serve. Instead its declared objective, in the words of the author of the colonial educational policy in India, was "to form . . . a class of persons Indian in blood and colour, but Englishmen in tastes, in opinions, in morals and in intellect" (Macaulay's Minutes of February 2, 1835, in H. Sharp (editor) *Selections from Education Records*, Indian Reprint, Delhi).



The Minar-e-Pakistan, on the site of the passing of the Pakistan Revolution, 1940.

Thirty years of education in Pakistan reveal the profile of a nation caught in a tradition established during colonial rule and in supposedly trying to wriggle out of it getting more and more enmeshed into it.

Immediately after the establishment of Pakistan an effort was made to rethink the aims and strategy of education in the context of the ideals and needs of the nation.

The First Educational Conference held in November, 1947, represents a pioneering effort in this direction. The issue was taken up again and again by a number of commissions and committees. The reports of the Commission on National Education (Sharif Report, 1960), the Commission on Student Problems and Welfare (Hamoodin Rehman Report, 1966) and Educational Policy (1972) tried to grapple with the problem, but the educational system, with resulting tensions and frustrations, remains basically unchanged.

There has, however, been significant quantitative expansion of the system. There are now 11 universities. An Open University is about to start functioning. The number of primary and secondary schools in 1976 stood at 52,562 and 7,976 respectively. The output of graduate engineers has increased to over 1,600 a year. Educational expenditure has increased from 382m rupees in 1948-49 to 2,484.2m in 1975-76, about 1.6 per cent of the GNP.

Free primary and secondary education was introduced in 1972, although 53 per cent of the primary school age population is still without schooling. Schooling is available to only 65 per cent of boys and 27 per cent of girls in the 5-9 year age bracket.

In 1972, primary and secondary education was nationalized. This has reduced commercial exploitation of education in certain areas but has led to excessive bureaucratisation of education and even a widespread decline in educational standards and discipline.

Although Urdu, the national language, is now being increasingly used as medium of instruction, a coherent policy is still lacking. The damage done to education by ambivalence in this respect has been incalculable.

Education is too much directed towards examinations and too little towards development of intellect, initiative, skills and character. Pass percentages are low and there is widespread wastage through failure and drop-out. Literary bias in education continues and research in institutions of higher education is still at low key.

But the most important problem remains education's unrelatedness to the society and culture of the people. Western knowledge and education remain what one Pakistan educationist has described as "an exotic plant that has in fact never taken root in the hearts of the people". The new-old country is still labouring under the shadow of the old while the new is yet to spell out its blossom.

Tableau of Robert Clive, first Governor of Bengal, in 1758 with Emperor Shah Alam (from Pakistan, Stacey International £18).

Anti-feminism: an historical accident?

A. L. Tibawi on the background to education of females in Muslim societies

Girls doing gymnastics at a new school in Kuwait.

There is considerable dissatisfaction in the Muslim world with the continued unfavourable portrayal of Islamic society by writers and the media in the west. In particular resentment is often expressed at what is regarded as misconceptions about the status of women and at too much preoccupation with polygamy and the problems of the seclusion of women. It is felt that little or no attention is paid by the critics to the great advances made towards the emancipation of the Muslim woman and her education.

One of the standard Islamic comments on this situation is that no society is or can remain static, so why assume that Islamic society is different? Some of those who ask the question ascribe what they regard as bias to a conscious or unconscious echo of centuries of Christian hostility to Islam. Others relate it to modern political conflict with Christian colonial powers during and after their domination of Islamic peoples.

It is also pointed out that even if the derogatory caricatures that appeared in European languages during the first decades of this century had some truth, they no longer apply. The radical political, economic and social development of the various nations constituting Islamic society from Morocco to Indonesia has produced great improvement in the status of women, particularly in the field of education.

Some apologists claim that the improvement was a return to the ideal from the lapses of the age of decadence. Hence the importance of their view of the meaning of the Islamic ideal. They are not ignorant of the possibility that this traditional ideal can be invoked to give an interpretation different from their own. In their eagerness to seek justification for a new line of action or to rationalize accomplished facts they see only the overriding necessity to reconcile modern thought and action with the holy writ.

Thus, the principle of the equality of the two sexes is seen enshrined in the Qur'an (III, 193): "And their Lord answers them: 'I waste not the labour of any that labours among you, be you male or female—the one of you is as the other'."

For education, the principle is further confirmed in the tradition. According to Al-Ghazeli, the renowned theologian, Muhammad said: "To seek learning is a (religious) duty of every Muslim, male and female." All learning was originally religious, although the range of this original learning was considerably enlarged through contact with the Hellenic, Persian and Indian cultures.

The incorporation of much of Hellenism in Islamic thought is a basis of the cultural affinity between Islam and Christendom. Hence the adoption of western ideas and techniques in education, both during the period of western domination and after independence, was not a great strain.

The apologists even argued that the process was either in conformity with Islam or its fruits were simply a recovery of what the west had borrowed from Islamic culture.

The age of decadence was explained as the result of foreign invasions, from the Crusades down to European imperialism. The decline of Islamic education was the result of the destruction by the Mongols of such great seats of learning as Baghdad. Such social habits as the seclusion of women also had foreign origin, vaguely connected with converts to Islam who brought in their own former customs.

It is little known that the principal incentive for modernization in Islamic education was military: to acquire the science with which to withstand the encroachment of European armies. There was little room in this for the education of women which remained, as in classical times, the private concern of noble and wealthy families to arrange at home.

Therefore modern education was throughout the nineteenth century designed, with notable exceptions, almost exclusively for the male. It is true that the Ottoman law of 1869 provided for a minimum of four years' "compulsory" primary schooling for both males and females, but for nearly three decades its provision remaining females remained a dead letter.

Then in 1899 an Egyptian judge published a little book on *Tahrir al Mar'ah* (*The Emancipation of the Woman*) which provided a modern charter for the feminist movement. In brief, its message was that neither the Qur'an nor Islamic law contains anything to justify restricting the freedom of women or their enjoyment of the benefits of education. All such restrictions originated in social prejudices and inhibitions.

From then on the trend was irresistible. The traditional Islamic schools were supplemented, and eventually supplanted by, modern schools on European lines for both boys and girls. The rate of change varied greatly—slow at the eastern and western extremities under British and French control respectively, and rapid in the centre which then constituted the Ottoman Empire and its later successors, the Arab states.

Equality of opportunity in education is now guaranteed for males and females. Every Arab country has in its constitution or in its education laws provisions to this effect. Nor is the provision theoretical. In the last 20 years the total number of girls in state schools has increased six times, although, as an indication of past neglect, this increase has still left the proportion of girls to boys at 35 per cent and 65 per cent respectively.

Nor is equality of opportunity confined to attendance at educational establishments. Gone are the days when an educated Muslim woman could find employment only as a teacher in a girls' school or could speak to the male inspector only while veiled. Past are the days when there were only six female students on the campus of the American University of Beirut among thousands of very curious males. Practically all the professions are now open equally to men and women; and women compete with men in all the faculties of the modern universities, and pursue their studies in European and American universities at postgraduate level.

Perhaps the most striking change is the opening of Al-Azhar University, in Cairo, reputed to be the oldest in the world, to women. This impregnable citadel of the male now has a college of Arabic and Islamic Studies for women.

A. L. Tibawi formerly lectured in Islamic education at the Institute of Education, London University.

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Social sciences: fact and fiction

by Ismail Al-Faruqi

The social sciences have achieved autonomous status only in the last century. The dazzling achievements of the natural sciences convinced the western mind that human reality was as malleable, and hence subject to manipulation, as material reality.

This conviction generated a Utopian vision of the future in which social thinkers advocated liberation of human relations from domination by the church, an institution whose authority in worldly matters had already been exposed and rejected, as well as from the dictates of the rationalists, whose deductive reasoning inspired little more confidence.

Through Auguste Comte, the western mind looked eagerly forward to the day when all human affairs would be regulated by "positive science", that is, by objective and empirical analysis of social relations conforming to the methodology of natural science.

This led to the misconception of social reality as observable and measurable by sense; for only what is so, is capable of being studied in the manner of the natural sciences. Only what is so is subject to human control and manipulation.

The moral and spiritual elements were banished from the realm of social science by such definition, and their contribution to observable behaviour was ignored.

This fundamental mistake in defining and identifying the data of social science led to another, namely, that any observer could establish the laws governing social reality if he followed meticulously the laws of science.

He should be careful to silence all personal biases and suspend all prejudgment. It was thought that under such rigour, the facts could not but unlock their secrets and thus subject themselves to scientific manipulations.

The social scientists committed to Islam, per contra, recognize that moral and spiritual elements are integral to every social reality.

The rough and tumble of the marketplace, the home, the courthouse, the farm, the factory, the army, the college and the ruler's palace are all indispensable for value realization.

This essential relation of the material to the spiritual marks every social reality because society is God-created and God-ordered.

Just as the love of natural science are His patterns in nature every Islamic investigation of social affairs must rise the question of how and by which spiritual factors social reality is determined.

It is not enough to recognize the spiritual as another effective (psychological) determinant and, as it were, study it in its visible and measurable effects. Islamic social science requires the observer to recognize the presence of the spiritual even where it seems to be devoid of visible material.

Corresponding to this view of the nature of social reality is the requirement of Islamic social science that the investigator be trained in axiology and deontology, theology and aesthetics in order to develop his capacity for the comprehension of value.

Traditionally, this has been accomplished in the sciences of the Holy Qur'an, Hadith, Usul and Figh. Adab, the fifth science, covered the whole range of "humanities" as well as a fair measure of descriptive social science such as history, cultural anthropology and geography and social psychology.

Although the investigator and the social reality investigated were Muslim, it was deemed necessary for the students of society to learn to recognize the spiritual as it is, a *sui generis* dependency of God.

This helped the Muslim student of society to understand societies other than his own. Islam had taught him that non-Muslim cultures and their value systems are *de jure*, though non-Muslim. His sensitivity to the spiritual enabled him to perceive it where present, to tolerate its effectiveness and to assess its role correctly.

The western social scientist cannot afford to be critical of the ultimate purposes or ends of society but only of the means thereto, because of his conscious commitment to description rather than advocacy.

This commitment, however, was hardly ever honoured because his denial of the relevance of the spiritual was, in the final analysis, a denial of relevance to church-related values, and an assertion of relevance to utilitarian and cultural values which he honoured subjectively.

The Islamic social scientist has maintained an open and public commitment to the values of Islam. He is not afraid or ashamed of being corrected by his Muslim or non-Muslim peers, for the truth, in his view, is none other than the intelligent reading of nature in scientific reports and experiments, or the reading of God's revelation in his Holy Book.

Through such views the Islamic social scientist is capable of bringing a new criticism to social science. Islamic social science can humanize the discipline and reinstate the *humanitas* ideas in the life of man, whom western social science has taught to regard as a helpless puppet of blind forces.

Ismail Al-Faruqi is professor of Islamic Studies and the History of Religions, Temple University, Philadelphia.

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Women in Islam by Aisha Lemu and Fatima Heeren 60p
Published in cooperation with the Islamic Council of Europe.

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The two worlds of Britain's Muslims

Muhammad Iqbal suggests that more Muslim PTA involvement would help bridge the gap between school and home

There are an estimated one million Muslims living in Britain, according to the Central Office of Information. About half are in the Inner London Authority and Metropolitan District Councils areas.

The number of Muslim children in state schools is estimated at between 100,000 and 150,000. The exact figure may well be available in future as the Race Relations Act 1976 envisages that local education authorities should keep the totals of ethnic group children.

Muslim children in state schools have been affected by dietetic and dress habits and language difficulties and subjected to problems arising from mixed physical education and swimming lessons. Other controversial areas which have been raised at various times are the rights of withdrawal from religious education and assembly, Islam as part of the school curriculum and single-sex secondary schools.

Another issue of concern is the much-discussed misrepresentation of the facts about Islam in some religious textbooks in use in many state schools. Much literature has been produced by many and various educational publishers to cater for the needs of a multi-cultural and multi-religious school populace. Yet the material has often resulted in erroneous statements.

This has led to the preparation of *Guidelines and Syllabus in Islamic Education* by Muslim scholars in Britain. A board of editors chaired by Professor Sayed Ali Ashraf of King Abdul Aziz University, Mecca, and under the auspices of the Union of Muslim Organisations of the United Kingdom and Eire has already been set up to prepare textbooks on Islam covering nursery to secondary age groups. It is hoped that the first batch of publications will be available by the summer. In particular, the Islamic Foundation, Leicester, and the Islamic Institute of Research and Planning, London, have given invaluable help. Almost all the textbooks are meant to be used by Muslim and non-Muslim children alike.

It is also argued that teaching Islam to Muslim children, if not to all, should be handled by believers. This is likely to be raised by the I.e.a.s, some of which have already rejected such requests by the Muslim Educational Trust, London.

The present solution offered by religious educationists is to split the responsibility for teaching of any world religion between the parents or religious leaders on the one hand and the religious education teachers in the state schools on the other. The former would teach doctrinal aspects and the latter the factual information of mutual interest to a multi-racial society.

The Muslim child inhabits two different worlds—school and home. The home repeat after the system is still the main teaching method used in the mosque. It is important, therefore, that school-leavers should have the opportunity to take up courses in British universities leading to degrees and teaching diplomas in languages such as Arabic, Persian and Urdu. Perhaps the day will come when these languages are offered at secondary school level.

Recently, a study of the performance of coloured children, including Muslims, in primary schools in Inner London (*The Performance of Children from Ethnic Minority Backgrounds in Primary Schools*, Alan Little, Community Relations Commission, London, unpublished) revealed that they are lagging behind their English counterparts.

The average performance of a coloured child of 11 plus age is, in fact, 8 plus, although the overall performance of Asian children and equal to that of socially deprived and below average English children.

Very few Asian children satisfy parental aspirations for their children to become doctors and engineers and for some this high aspiration, in fact, proves detrimental, yet pushes up the children's own ambitions. Career-counselling among Asian children is under developed.

Parental involvement in school affairs to the British school system is regarded as highly desirable. This has been minimal by Muslim parents, mainly because of the father's pre-occupation with work and non-participation of the mother who is often illiterate in English and feels uneasy in mixed company.

As a former teacher in a multi-racial school in Huddersfield, I was well aware of the useful role played by Parent-Teacher Associations. In order to attract female participation in the PTA, Asian ladies were invited to attend adult classes in English, but this venture was unsuccessful.

However, in 1966 I proposed the voluntary teaching of English to Asian ladies at home by English ladies. This project, the "Home Tutor Scheme", was begun by the Huddersfield Community Relations Council and later adopted in all the multi-racial towns and cities of Britain.

It has proved so effective over the years that l.e.a.s are taking it over gradually with paid organising tutors. At present, about 8,000 English voluntary tutors are engaged in teaching English to the same number of Asian pupils.

Participation of Muslim parents in parent-teacher-association seems the best way at present for the specific needs of Muslim children to be raised and met. At the same time the Commission for Racial Equality and the national and local Muslim organizations themselves must play a fuller part in helping children reap the maximum benefit from the British education system.

Muhammad Iqbal lectures at Huddersfield Polytechnic.

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Muhammad Iqbal lectures at Huddersfield Polytechnic.

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Tel. 01-681 2262
Headmistress: Mrs. L. J. Green, B.Sc.
Required for September, 1977:
TEACHER of BUSINESS STUDIES
Ref. 3/Sec/Sc/Sc
Applicants should be able to teach Shorthand and typing to Sixth Form level.
Salary Scale Scale 1 Scale 2 available for the teaching of Business Economics by a Graduate.
Housing Scheme for Teachers.
Applicants should be able to teach Economics

SECONDARY continued

English

Heads of Department

CORNWALL
EDUCATION COMMITTEE
TREGAMINNION COMPREHENSIVE SCHOOL
Condoublanni: 410 mixed 11-18 comprehensive
Headmaster: A. D. Wood, M.A.
Required for September 1977, HEAD of ENGLISH (Scale 3). Initially the position will be Scale 2, but prospect, January 1978 it will be on the Set of Deans Scale.
The successful candidate will be responsible for organising and leading the English Department in the new AVANTE Comprehensive School which opens in September 1978.
Emphasis will be a core subject in years 1 to 5 and a teacher of good relevant experience and clear aims is required.
There is a scheme for removal expenses.
Application forms and further details may be obtained on receipt of a stamped self-addressed envelope from the Headmaster, Tregamminion Comprehensive School, Old Road, Isleward, Cornwall. Applications must be received by 25th April.
K. Trelise, Secretary for Education, Education Department, County Hall, Truro, Cornwall.

DERBYSHIRE
COUNTY COUNCIL
ALFRETON COMPREHENSIVE SCHOOL
Leabrook Drive, Langley Mill, Nottingham, NG16 3HA
(Number on roll 1,200)
HEAD of FACULTY, Scale 4—See advertisement under HUMANITIES, HEAD of DEPARTMENT, Scale 3, required for September 1977 to be responsible to Head of Faculty for ENGLISH.
Further information and application form (Teachers) from the undersigned giving full address.
Closing date 22nd April, 1977.

DERBYSHIRE
BOLSOVER SCHOOL
Mansfield Lane, Bolsover, near Chesterfield
Number on Roll 900 rising to 1,200
To September, GRADUATE TEACHER, the post of HEAD OF ENGLISH, to be filled by an experienced full-life school. Established post with full consultative status. The post will demand considerable drive, initiative and power of persuasion. Candidates will also be expected to promote and develop a specialist extra-curricular activity.
Applications by letter with curriculum vitae and details of experience to the Head Teacher at the school.

ISLE OF MAN
BOARD OF EDUCATION
BALLAKEIGH JUNIOR HIGH SCHOOL
(Co-educational Comprehensive 11 to 14 years 1,200 pupils)
(Required for September, 1977 HEAD of ENGLISH (Scale 2) The person appointed will be responsible for the English Department of this school and will bring to it good experience of teaching English to external examination standards.
Application forms and further details from the Headmaster, Ballakeigh Junior High School, Douglas, to whom completed forms should be returned by April 18, 1977.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
SIR WILLIAM NOTTIDGE SECONDARY SCHOOL
Whitstable CT5 3DP
(Co-educational, 1,300 pupils)
(Headsetter: G. B. Fox, B.A.)
Required for September, HEAD of ENGLISH STUDIES, Scale 2.
Applicants should be well qualified, with extensive recent teaching experience across the full ability range, and should be capable of taking organisational responsibilities. The Head of English should have the capacity to lead a large department as well as contributing fully to the general life of the school, and to the senior management team.
Application forms and details of the post and the school available from the Headmaster.

LIVERPOOL
ST. KIEL'ERIAN'S R.C. SECONDARY SCHOOL S.P. School
Full time Education 18 for
Required for September 1977, HEAD of ENGLISH (Scale 2). Applicants for suitable qualifications can be offered a post of responsibility upon appointment. Informal applications will be considered.
Application forms available from (Stamped addressed envelope) and returns to the Headteacher.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
HOLKHAM GRAMMAR SCHOOL
Number on Roll 750, mixed 11-18 comprehensive
Lynn Road, Hornsea, Great Yarmouth NR31 8AT
Scale 3 HEAD of ENGLISH Department required from 1st September, 1977
(Redevelopment. Previous applications still being considered.
Application forms and further details may be obtained on receipt of a stamped self-addressed envelope to the Head Teacher at the school.
Applications will not be acknowledged. Please quote ref. 1/1.
Closing date 2 Mar. 1977.

BURY
(Metropolitan Borough of)
STAND GRAMMAR (BOYS) SCHOOL
Church Lane, Whitefield, Manchester
No. on roll 760 boys
Required for 1st September, 1977 (or earlier if possible)
HEAD of ENGLISH (Scale 3) for ENGLISH.
Specialist in department including Ordinary and Advanced level work, ability to cooperate with others or undertake curricular activities as alternative.
Application forms and further details obtainable from and return to the Headmaster, Stand Grammar School by 15th April, 1977. (Stamped addressed envelope please.)

CAMBRIDGESHIRE
CAMBRIDGE AREA
IMPINGTON VILLAGE COLLEGE
Required for September, 1977, SENIOR TEACHER (Scale 2) for ENGLISH. Ability to teach English to C.S.E. and "O" and "A" levels in a comprehensive College (Roll 1,187) pleasing situation three miles north of Cambridge.
The person appointed will be required to organise English in the Lower School, i.e., years 1 and 2, and be responsible for the Lower School Library.
Application forms and further particulars obtainable from Warden, The Village College, Impington, Cambridge (stamped addressed envelope).

CROYDON
(London Borough of)
JOHN RUSKIN High School
Upper Shirley Road, Croydon, CR9 5AN
Tel.: 01-656 9092
Vacancy: 1st September, 1977
A Graduate TEACHER of ENGLISH able to teach throughout the range of the school. Large, well-established department with modern, lovely-stocked library.
Burnham Scale 4 with London Area allowance.
Applications to the Headmistress.

WEST SUSSEX
SOUTHERN AREA
RE-ADVERTISEMENT
STEYNING GRAMMAR SCHOOL
Twineham Crossway, Hassocks
Tel. 01-Comprehensive, Day and Boarding
(Number on roll 1,020 including 200 boy boarders and 210 in Sixth Form)
For September, HEAD of ENGLISH (Scale 4) to organise the teaching of English (about 250 periods a week) throughout this large rural comprehensive school. Applicants should be well qualified with successful experience of teaching pupils of various ages and ability in a large school, with an interest in and wide knowledge of curriculum thinking, etc.
Forms and further information from Headmaster of school (stamped addressed foolscap envelope). Applications to be returned to him by 18th April.

DERBYSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
BEVERLEY HIGH SCHOOL
Worksop, Notts.
(Number on Roll 1,200)
Required for September, 1977, HEAD of ENGLISH (Scale 3) to be responsible for the teaching of English throughout the school, including "A" level work, and willingness to accept a greater responsibility as one of the senior members of staff. The present work has been established and the record of its achievement is excellent at "O" level and in C.S.E. Pupils come from a wide range of ability and the school serves an industrial area on the western outskirts of Sheffield.
Further information from the Headmaster (please do not write to the Education Department). Applications should be sent to the Headmaster (forms not available) and returned to him as soon as possible.

DERBYSHIRE
DENCOURT SCHOOL
Chesterfield Road, North Whitfield, Derbyshire
11-16 Comprehensive
(Number on Roll 800)
For September, 1977 an ENGLISH specialist is required to lead the department. Scale 2, Burnham.
Applications by letter with curriculum vitae and details of two referees to the Headmaster at the school.

DORSET
DARNHAY SCHOOL FOR GIRLS
Dorset Lane, Dorchester
Tel. 0305-Comprehensive
(Number on Roll: 11 to 16 years: 1,200 girls)
TEACHER of ENGLISH, September 1977
Applications by letter with curriculum vitae and details of two referees to the Headmistress.

WEST SUSSEX
SOUTHERN AREA
RE-ADVERTISEMENT
STEYNING GRAMMAR SCHOOL
Twineham Crossway, Hassocks
Tel. 01-Comprehensive, Day and Boarding
(Number on roll 1,020 including 200 boy boarders and 210 in Sixth Form)
For September, HEAD of ENGLISH (Scale 4) to organise the teaching of English (about 250 periods a week) throughout this large rural comprehensive school. Applicants should be well qualified with successful experience of teaching pupils of various ages and ability in a large school, with an interest in and wide knowledge of curriculum thinking, etc.
Forms and further information from Headmaster of school (stamped addressed foolscap envelope). Applications to be returned to him by 18th April.

COMPREHENSIVE SCHOOLS
Heads of Department
LANGDON SCHOOL
Sussex Road, London E6 2PS
(Roll: 1,950 co-educational)
Head Teacher: Mr. G. E. Hackmen, M.A.
Required September 1977
Head of English
Senior Teacher. An experienced and well qualified teacher to lead a large department. Well established courses to C.S.E., "O" and "A" levels. Excellent facilities, English resources room, reprographic and AVA services and technicians, full-time library.
This post is vacant owing to the promotion of the present holder to a Deputy Headship.
The school is a mixed comprehensive school with a Sixth Form of 160 and rising, and modern buildings all on a 45-acre site with own playing fields.
Burnham Scales
Plus London Allowance £402
Plus Annual Supplement £312
Full details and application forms are available from the Head Teacher (Tel.: 01-471 2411) and should be returned to the undersigned as soon as possible.
J. S. Wilkie, M.A., Ph.D., Director of Education
Education Offices, Broadway, Stratford, London E15 4BH.
LONDON BOROUGH OF NEWHAM

Other Posts on Scale 2 and above

BERKSHIRE
THE COURT SCHOOL
Holdn Hool Lane, Winnersh
For September, for full time teaching school (1,000 pupils) (formerly grammar) an ENGLISH and DRAMA specialist to take over the teaching of English and to take a major responsibility for Drama. Scale 2 post for suitable applicant.
Lodging allowance and removal expenses scheme in operation.
Forms and further details from the Headmaster (stamped addressed envelope). Please quote ref. WS/1726. Closing date: 2 Mar. 1977.

BURY
(Metropolitan Borough of)
STAND GRAMMAR (BOYS) SCHOOL
Church Lane, Whitefield, Manchester
No. on roll 760 boys
Required for 1st September, 1977 (or earlier if possible)
HEAD of ENGLISH (Scale 3) for ENGLISH.
Specialist in department including Ordinary and Advanced level work, ability to cooperate with others or undertake curricular activities as alternative.
Application forms and further details obtainable from and return to the Headmaster, Stand Grammar School by 15th April, 1977. (Stamped addressed envelope please.)

CAMBRIDGESHIRE
CAMBRIDGE AREA
IMPINGTON VILLAGE COLLEGE
Required for September, 1977, SENIOR TEACHER (Scale 2) for ENGLISH. Ability to teach English to C.S.E., "O" and "A" levels in a comprehensive College (Roll 1,187) pleasing situation three miles north of Cambridge.
The person appointed will be required to organise English in the Lower School, i.e., years 1 and 2, and be responsible for the Lower School Library.
Application forms and further particulars obtainable from Warden, The Village College, Impington, Cambridge (stamped addressed envelope).

CROYDON
(London Borough of)
JOHN RUSKIN High School
Upper Shirley Road, Croydon, CR9 5AN
Tel.: 01-656 9092
Vacancy: 1st September, 1977
A Graduate TEACHER of ENGLISH able to teach throughout the range of the school. Large, well-established department with modern, lovely-stocked library.
Burnham Scale 4 with London Area allowance.
Applications to the Headmistress.

DERBYSHIRE
EDUCATION COMMITTEE
BEVERLEY HIGH SCHOOL
Worksop, Notts.
11-16 Comprehensive, Day and Boarding
(Number on Roll 800)
Required for September, 1977, an ENGLISH specialist to lead the department. Scale 2, Burnham.
Applications by letter with curriculum vitae and details of two referees to the Headmaster at the school.

DORSET
DARNHAY SCHOOL FOR GIRLS
Dorset Lane, Dorchester
Tel. 0305-Comprehensive
(Number on Roll: 11 to 16 years: 1,200 girls)
TEACHER of ENGLISH, September 1977
Applications by letter with curriculum vitae and details of two referees to the Headmistress.

WEST SUSSEX
SOUTHERN AREA
RE-ADVERTISEMENT
STEYNING GRAMMAR SCHOOL
Twineham Crossway, Hassocks
Tel. 01-Comprehensive, Day and Boarding
(Number on roll 1,020 including 200 boy boarders and 210 in Sixth Form)
For September, HEAD of ENGLISH (Scale 4) to organise the teaching of English (about 250 periods a week) throughout this large rural comprehensive school. Applicants should be well qualified with successful experience of teaching pupils of various ages and ability in a large school, with an interest in and wide knowledge of curriculum thinking, etc.
Forms and further information from Headmaster of school (stamped addressed foolscap envelope). Applications to be returned to him by 18th April.

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
WINGFIELD COMPREHENSIVE SCHOOL
(1,150 pupils approximately 1,200 on roll)
Required for September—
TEACHER for ENGLISH, Scale 3, as Second in Department.
Closing date: April 11, 1977.
Application forms available from the Head, Education Offices, Municipal Offices, Walker Street, Rotherham. Tel.: 2711, ext. 2367.
R. F. Ellis, Director of Personnel Resources.

SHROPSHIRE
NEW COLLEGE
Telford
(Open-entry Sixth Form College)
For September, 1977:
ENGLISH SPECIALIST to be found to teach to Advanced level usefully, but prepared to take on some relevant to the development of courses for the full ability range of senior students is sought.
Further details and application forms from the Principal, New College, King Street, Telford, Shropshire.

Scale 1 Posts

AVON COUNTY
WOODFORD COUNTY SECONDARY SCHOOL
Weston-super-Mare
(Number on Roll 1,200 in the Sixth)
Required in September, an HONOURS GRADUATE to teach ENGLISH to "O" & "A" levels.
Applications the Headmaster (no forms) while full personal details and a stamped addressed envelope will be supplied on receipt of a stamped addressed foolscap envelope.

BERKSHIRE
EVERIN GREEN SCHOOL
Bracknell, Berks. NP: Reading 0077 Tel.
For September, a TEACHER of ENGLISH in this rural, five-form entry, mixed 11-16 comprehensive. Teaching will offer teaching will be in the 11-14 age range.
Application by letter to the Headmistress, giving qualifications and experience, please quote reference WS 1776. Closing date: April 20.

BERKSHIRE
WOODFORD GREEN SECONDARY SCHOOL
Bracknell, Berks.
Roll: 540 mixed
Required for September, 1977 a TEACHER of ENGLISH to do at least 0 periods with ability to teach English to a limited amount of "A" level work in a suitable combination. Interest in drama would be a recommendation.
Temporary (one term) appointment only. Scale 1 Burnham. Travel allowance £170 per annum. Lodging allowance and removal expenses available for the undertaked to be returned to the Headmaster. Informal enquiries welcomed.
Application forms available from the Headmaster.

CALDERDALE
HIPPERHOLME GRAMMAR SCHOOL
Near Halifax
(Mixed 11-18 years)
Required in September, ASSISTANT TEACHER of ENGLISH to teach English on roll, 11 to 16 Comprehensive.
ENGLISH TEACHER, Scale 1 (Second position) to teach English to Advanced level usefully, but prepared to take on some relevant to the development of courses for the full ability range of senior students is sought.
Further details and application forms from the Principal, New College, King Street, Telford, Shropshire.

CAMBRIDGESHIRE
HUNTINGDON AREA
SAWTRY VILLAGE COLLEGE
Sawtry, Huntingdon
(Roll on roll, 11 to 16 Comprehensive)
ENGLISH TEACHER, Scale 1 (Second position) to teach English to Advanced level usefully, but prepared to take on some relevant to the development of courses for the full ability range of senior students is sought.
Further details and application forms from the Principal, New College, King Street, Telford, Shropshire.

CHESHIRE
THE KING'S SCHOOL
(Leftwich Road, Northwich)
ENGLISH GRADUATE required for September, 1977 to teach English, offers excellent experience to a young teacher. Scale 1 Burnham Allowance.
Salary King's School Scale.
Application by letter giving the Headmaster with full curriculum vitae, details of extra-curricular activities offered and names of two referees.

DERBYSHIRE
EDUCATION COMMITTEE
LADYCROFT SCHOOL
Pleasant Hill, Derby DE4 3BG
Required for September 1977, TEACHER of ENGLISH as a Second Language, Scale 1.
Apply by letter to the Head Teacher from whom further particulars, if required, should be obtained, stating full current address and names and addresses of two referees. (Stamped addressed envelope for acknowledgement).
Closing date for receipt of applications: 8th April, 1977.

DERBYSHIRE
ST. THOMAS MORE R.C. SCHOOL
Upper Mickleover, Derby
(11 to 18 Mixed Comprehensive School with a mainly downward Sixth Form)
ENGLISH
Scale 1 (Scale 2 for September, 1977)
Suitably qualified CHARGE TEACHER of ENGLISH to join this senior department in this mixed 11 to 18 comprehensive school. Applications received are still under consideration.

NORTH YORKSHIRE
(County of)
BURTON GRAMMAR SCHOOL
Eight form entry 11 to 16, fully comprehensive (in modern buildings in pleasant northern suburbs of York)
Required for September, 1977 — ENGLISH to take charge of the English library and to teach English to G.C.E. "O" level. Scale 1 post. The library is well established and organised and incorporates a successful bookshop.
Details of post, together with application form which should be returned to the same address with 14 days of the date of this advertisement, may be obtained by stamped addressed envelope to the Headmaster, Burton Grammar School, Burton Road, York YO3 9QG. Telephone 0904-Burton Grammar School.

DERBYSHIRE
EDUCATION COMMITTEE
BURTON HALL SCHOOL
Old Hall Drive, Chesterfield S40 4LT
(Number on Roll: 1,000 11 to 18)
For September, 1977, ENGLISH TEACHER to teach English throughout the school and in the Sixth Form, preferably within a mixed ability range.
Applications by letter with curriculum vitae and details of two referees to the Head Teacher at the School.

HERTFORDSHIRE
COUNTY COUNCIL
STEVENAGE DIVISION
STEVENAGE SCHOOL
Walkern Road, Stevenage
(1,150 pupils, co-educational 11-18)
ENGLISH TEACHER, Scale 1 (Second position) to teach English throughout the school and in the Sixth Form, preferably within a mixed ability range.
Applications by letter with curriculum vitae and details of two referees to the Head Teacher at the School.

HERTFORDSHIRE
COUNTY COUNCIL
STEVENAGE DIVISION
STEVENAGE SCHOOL
Walkern Road, Stevenage
(1,150 pupils, co-educational 11-18)
ENGLISH TEACHER, Scale 1 (Second position) to teach English throughout the school and in the Sixth Form, preferably within a mixed ability range.
Applications by letter with curriculum vitae and details of two referees to the Head Teacher at the School.

HERTFORDSHIRE
COUNTY COUNCIL
ST. ALBANS DIVISION
BEAULAND SCHOOL
Oakwood Drive, St. Albans
(Group 10)
Qualified TEACHER of ENGLISH to be responsible for the teaching of English throughout the school. Required September. Possibility of "A" level work.
Application by letter to Head naming two referees.

HERTFORDSHIRE
COUNTY COUNCIL
ST. ALBANS DIVISION
BEAULAND SCHOOL
Oakwood Drive, St. Albans
(Group 10)
Qualified TEACHER of ENGLISH to be responsible for the teaching of English throughout the school. Required September. Possibility of "A" level work.
Application by letter to Head naming two referees.

HERTFORDSHIRE
COUNTY COUNCIL
HERTFORD DIVISION
HERTFORD GRAMMAR SCHOOL
Hertford
(Boys 11 to 18)
ENGLISH, Scale 1 (Scale 3 may be available to suitable applicant) Required September, 1977.
The boys school (Mr. Nicholson's Group) and girls school (Mr. Hertford Road) will amalgamate in September, 1977 to form a mixed comprehensive school. Applicants should be well qualified, with experience of teaching English forms, preferably in a bird-sized school, and willing to participate in the amalgamation. Salary Sixth form, approximately 1,231 (600 boys, 631 girls).
Further details of the post from the Head, Apply immediately the Group, giving full particulars and the names and addresses of two referees. (Stamped addressed envelope).

SECONDARY
History
continued

EAST SUSSEX
Lewes Priory School, Lewes
HEAD OF HISTORY SCALE 2
Required for September 1977 — An experienced teacher in Scale 2 to take charge of History to 1st and 4th year. Good equipment with 1 additional O STUDIES in the Fourth Subject.
Further particulars together with application forms from the Headmaster to whom they should be required by 30th April.

ESSEX
CHELMSFORD COUNTY HIGH SCHOOL
Required for September 1977, a SCALE 2 HISTORY up to 6th form level, in the Department of Social Studies. Work with British Constitution course but all aspects considered. Recognised school, was established in 1908, be the amalgamation of Household Cavalry School and Chelmsford Technical High School. Also able to cater for applications for April, 1977.

CHIGWELL SCHOOL
Chigwell, Essex
Telephone: Buckhurst Hill 2311
Required for September, 1977, well-qualified HISTORY TEACHER for this Foundation Boys' Comprehensive School. Courses to "O" & "A" levels, C.S.E. levels, London Examinations or other equivalent examinations available.
Application forms may be obtained from the Headmaster.

LEICESTERSHIRE
ALDERMAN NEWTON'S SCHOOL
Clarendon Park, Leicester
Requirements 1977 to 78
HISTORY TEACHER (Scale 1 or 2) required August, 1977, to teach History and Civics to all years with Geography as an option.
The Newton School (Sixth Form College) has 1,000 students aged 16 to 19 and offers courses in "A" levels, Advanced Level Supplementary, Ordinary Level, Certificate of Secretarial Studies and Business Studies.
Further details from the Headmaster.

RICHMOND UPON THAMES
(London Borough of)
TWICKENHAM GIRLS' SCHOOL, Gibbon Road, Twickenham
(11 to 18 Comprehensive)
Required from the beginning of the summer term of September, an experienced HISTORY TEACHER to take the teaching of HISTORY up to "O" level and "A" level and to assist with SOCIAL STUDIES work.
A Scale 2 post could be available for a candidate prepared to assume responsibility for the Social Studies course's run in collaboration with the History, Geography and Religious Education departments.
Forms (foolscap stamped addressed envelope) from Director of Education, Town Hall, Twickenham, Middlesex, TW1 3DB, to be returned by the Headmistress at the School as soon as possible.

Scale 1 Posts

BERKSHIRE
THE FOREST SCHOOL
Horse Hill, Newbury, Berks.
Post September, 1977, GRADUATE TEACHER of HISTORY (Scale 1) in this rural, five-form entry, mixed, developing comprehensive school (Roll 670). Teaching will be throughout the 11 to 16 age range.
Application by letter to the Headmaster giving qualifications and interests. Please quote ref. HT/Sec. Closing date: 25 April, 1977.

CAMBRIDGESHIRE
THE KING'S SCHOOL
A MASTER or MISTRESS is required for September for teaching HISTORY mainly to G.C.E. "O" level in the Lower School and some Sixth Form work. Ability to assist with English and some out of school activities is strongly advantage.
Salary is in accordance with the Burnham Scale and superannuation is made to the Headmaster giving full particulars and the name of two referees.

CHANNEL ISLANDS
STATES OF JERSEY
EDUCATION DEPARTMENT
JERSEY GIRLS FOR GIRLS
1000 pupils live to 19.
Required in September, GRADUATE TEACHER of HISTORY (Scale 1) preferably with specialism in Latin. There will be possibility of "A" level work but the teaching will be mainly to "O" level and C.S.E.
Application forms and details from the Director of Education, Jersey, Channel Islands, Hatfeld House, Jersey, C.I., to be returned to the Head Teacher of the school by 22nd April.

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.
HELSTON SCHOOL
Wendron Road, Helston (Mixed) Headmaster: A. Parkes, B.A.
HISTORY TEACHER
For September 1977 a HISTORY SPECIALIST, who involves a substantial amount of Sixth Form teaching, and some subsidiary work in Junior.
Helston School is a nearly established 11 to 18 Comprehensive School.
Apply by letter to the Headmaster, Helston School, Tolgus Hill, Redruth with the names of two professional referees. Canvassing or enquiries may be sent if available.
K. Trunch, Secretary for Education, Education Department, County Hall, Truro, Cornwall.

EAST SUSSEX
EASTBOURNE AREA
HEATHFIELD SCHOOL
Upper Dicklebrook, East Sussex TN20 6RD
For September, 1977, GRADUATE TEACHER of HISTORY (Scale 1) in the Upper Forms of this six form entry Comprehensive School which is housed in modern well-equipped premises and delightfully situated.
Interview expenses and grants available in approved cases.
Application forms from the Headmaster (stamped addressed envelope) please. Closing date 17th April.

Humanities

Heads of Department

HERTFORDSHIRE
COUNTY COUNCIL
SELVINDOE DIVISION
NORTH SCHOOL
Tolland Avenue, Stevenage
(Mixed 11 to 16 with Sixth Form All-Ability)
TWO HISTORY TEACHERS required September, one of whom should be an specialist in ECONOMICS. Appointments to senior posts will be made in gap in a strong department.
Apply by letter to the Headmaster, with interests, full curriculum vitae and two referees.
Relocation expenses may be paid.

LINCOLNSHIRE
LONG SUTTON GRAMMAR COUNTY SECONDARY SCHOOL
PAE on Scale
ASSISTANT TEACHER
Starting Scale 1 (£1,002 to £4,008) for September. TEACHER for HISTORY to G.S.E. standard and to assist with another subject, preferably Latin.
Forms and details from the Headmaster, The Gate School, Sutton Bridge, Lincs. Spalding, Lincs. PE12 9LT on receipt of stamped addressed envelope. Closing date 18th April, 1977.

HAMPSHIRE
SOUTHAMPTON AREA
HAMWORTHY SCHOOL
Hamworthy, Poole, Dorset
(Comprehensive Mixed: 11 to 16 Roll 1,250)
TEACHER for HISTORY and HUMANITY (Scale 1) to take part in a Comprehensive School. Ability to assist with Social Studies and other History or Geography to "O" level and C.S.E. Scale 1.
Required with stamped envelope to Head for details.

HARINGEY
Haringey, 41-47 Station Road, N.15
ST. THOMAS MORE HIGH SCHOOL
Bounds Green Road, London, N.22
Telephone: 01-888 7211
Required for September, 1977: a TEACHER of HISTORY (Scale 1) in the upper part of this six form entry G.C.E. Comprehensive school. Candidates will be expected to teach to "O" level and A level as well as a non-examination course. The successful candidate will be for one form entry 9 to 13 years but all should be able to take an occasional lesson in another year in the first instance but as shown Scale 2 post could be available for an experienced teacher in September.
Further details and application forms may be obtained from the Headmaster. Forms should be returned as soon as possible.

HERTFORDSHIRE
COUNTY COUNCIL
NORTH SCHOOL
Tolland Avenue, Stevenage
(Mixed 11 to 16 Sixth Form All-Ability)
TWO HISTORY TEACHERS required September, one of whom should be an specialist in ECONOMICS. Appointments to senior posts will be made in gap in a strong department.
Apply by letter to the Headmaster, with interests, full curriculum vitae and two referees.
Relocation expenses may be paid.

LINCOLNSHIRE
LONG SUTTON GRAMMAR COUNTY SECONDARY SCHOOL
PAE on Scale
ASSISTANT TEACHER
Starting Scale 1 (£1,002 to £4,008) for September. TEACHER for HISTORY to G.S.E. standard and to assist with another subject, preferably Latin.
Forms and details from the Headmaster, The Gate School, Sutton Bridge, Lincs. Spalding, Lincs. PE12 9LT on receipt of stamped addressed envelope. Closing date 18th April, 1977.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:—
OAYNGOUSE COMPREHENSIVE SCHOOL
Cromwell Road, Radcliffe on Trent
Nottingham, NG12 2GQ
Headmaster, D. Andrew, B.Sc.
Mixed 11-16, 11 to 18+
Top Remunerations
HUMANITIES (Scale 1) to be responsible for courses in Geographies, Economics, Religious Studies, Sociology, Psychology, Ancient Economics, etc., Humanities for School Leaving Certificate and Advanced Level Courses in Years 5-6. Ability to assist in other Departments in an evening school.
Further details at post available from Headmaster.
Applications (on forms) to the Headmaster with names of two referees as soon as possible.

SHROPSHIRE
EDUCATION COMMITTEE
LIBRARY SCHOOL (G.C.)
Hanwood Lodge, Shrewsbury
DIRECTOR of HUMANITIES (Brain Department) Scale 2 post in this Comprehensive School from beginning of September.
Further details from Head (stamped addressed envelope).
D. H. Hywel-Davies, B.A.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of central London and borders on Essex. Forest London addition to salary payable.
Required for September, 1977:
GEORGE MITCHELL (Boys' High School)
Forest Road, London E10 6QN
Head Teacher, Mr. P. A. Hey
HEAD OF RESOURCES CENTRE/INTEGRATED STUDIES
Scale 2. In required for this Boys' comprehensive High School (Mixed 11-18 years) to take charge of a flourishing very well equipped Resources Centre and to organise the co-ordination of Integrated Studies in the school.
Closing date 18th April, 1977.
Application forms obtainable on receipt of stamped addressed envelope from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leytonstone, London E10 5QQ.

Other Posts on Scale 2 and above

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for September, 1977:
MORTON SCHOOL
Headmaster: H. Pask, B.A. HUMANITIES
Scale 2. Well qualified and experienced TEACHER for a post which involves being second in the Humanities faculty of this new 11 to which mixed Comprehensive School.
Relief in the Humanities subjects in integrated Humanities syllabus is essential, and the successful applicant would also be expected to contribute specially towards examinations of G.C.E./C.S.E. level.
Application forms and further details available from the Director of Education, Education Offices, St. John's Square, Wolverhampton WV1 4QS, to whom the forms should be returned within 10 days of the appearance of this advertisement.
Stamped addressed envelope, please.

Scale 1 Posts

CROYDON
(London Borough of)
PARKHURST HIGH SCHOOL
Fairchildes Avenue, New Addington, CR0 0NA
Telephone: Lodge Hill 4284/5
Head: Mr. J. Hepburn, B.Sc.
TEACHER
Required immediately
TEACHER of HUMANITIES (History and Geography) in this 11 to 16 High School for 1,000 boys and girls.
Applicants must be prepared to contribute to the social life of the school.
Salary: Burnham Scale 1 with London Area allowance.
Reasonable removal expenses will be reimbursed. Details on requests.
Please send stamped addressed envelope for application form from and returned to the Head Teacher at the above address as soon as possible.

SHROPSHIRE
EDUCATION COMMITTEE
LIBRARY SCHOOL (G.C.)
Hanwood Lodge, Shrewsbury
DIRECTOR of HUMANITIES (Brain Department) Scale 2 post in this Comprehensive School from beginning of September.
Further details from Head (stamped addressed envelope).
D. H. Hywel-Davies, B.A.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of central London and borders on Essex. Forest London addition to salary payable.
Required for September, 1977:
GEORGE MITCHELL (Boys' High School)
Forest Road, London E10 6QN
Head Teacher, Mr. P. A. Hey
HEAD OF RESOURCES CENTRE/INTEGRATED STUDIES
Scale 2. In required for this Boys' comprehensive High School (Mixed 11-18 years) to take charge of a flourishing very well equipped Resources Centre and to organise the co-ordination of Integrated Studies in the school.
Closing date 18th April, 1977.
Application forms obtainable on receipt of stamped addressed envelope from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leytonstone, London E10 5QQ.

RAMPSHIRE
HILL WILLIBIS SCHOOL
Hollin Lane, Bedge End, Southampton SO3 3LJ
(11 to 18 Comprehensive Mixed Number on roll 1,100)
Required for September, 1977, Scale 2 HEAD of HISTORY and HUMANITIES
Applicants should be experienced in teaching over the leadership of a thriving department and be responsible for the teaching of Mathematics. The successful candidate will be expected to contribute to the pastoral work and to be willing to participate in the school life.
Further particulars and application forms from the Headmaster, Hill Willibis School, Hollin Lane, Bedge End, Southampton SO3 3LJ.

RAMPSHIRE
HILL WILLIBIS SCHOOL
Hollin Lane, Bedge End, Southampton SO3 3LJ
(11 to 18 Comprehensive Mixed Number on roll 1,100)
Required for September, 1977, Scale 2 HEAD of MATHEMATICS
Applicants should be experienced in teaching over the leadership of a thriving department and be responsible for the teaching of Mathematics. The successful candidate will be expected to contribute to the pastoral work and to be willing to participate in the school life.
Further particulars and application forms from the Headmaster, Hill Willibis School, Hollin Lane, Bedge End, Southampton SO3 3LJ.

HARINGEY
(Borough of)
SOUTHFIELD SCHOOL
White Hart Lane, N17
Primary Centralised Boys' Comprehensive School
(Roll approx. 1,000)
Required for September:
HEAD of MATHEMATICS, Scale 4
An experienced and well-qualified teacher to take over the leadership of a thriving department and be responsible for the teaching of Mathematics. The successful candidate will be expected to contribute to the pastoral work and to be willing to participate in the school life.
Further particulars and application forms from the Headmaster, Southfield Boys' Comprehensive School, White Hart Lane, N17.

HARINGEY
(Borough of)
SOUTHFIELD SCHOOL
White Hart Lane, N17
Primary Centralised Boys' Comprehensive School
(Roll approx. 1,000)
Required for September:
HEAD of MATHEMATICS, Scale 4
An experienced and well-qualified teacher to take over the leadership of a thriving department and be responsible for the teaching of Mathematics. The successful candidate will be expected to contribute to the pastoral work and to be willing to participate in the school life.
Further particulars and application forms from the Headmaster, Southfield Boys' Comprehensive School, White Hart Lane, N17.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of central London and borders on Essex. Forest London addition to salary payable.
Required for September, 1977:
HEAD of MATHEMATICS, Scale 4
An experienced and well-qualified teacher to take over the leadership of a thriving department and be responsible for the teaching of Mathematics. The successful candidate will be expected to contribute to the pastoral work and to be willing to participate in the school life.
Further particulars and application forms from the Headmaster, Southfield Boys' Comprehensive School, White Hart Lane, N17.

Mathematics

Heads of Department

BERKSHIRE
NEWLANDS COUNTY SECONDARY SCHOOL
Camp Road, Maidenhead
For September, GRADUATE TEACHER of MATHEMATICS, Scale 4, to lead a department of eight in this girls' comprehensive school, roll 1,100, in fifth year of its operation from grammar. Experience is a comprehensive school desirable and interest in pastoral ability teaching welcome. Lodging Allowance and Council assistance scheme in operation. London Allowance applicable. Forms and further details from the Headmaster, Newlands County Secondary School, Camp Road, Maidenhead. Closing date: 18th April.

EAST SUSSEX
COUNTY COUNCIL
THE DOWN SCHOOL
Hailsham, BN27 3JD
Headmaster: Mr. C. B. Evans, M.A.
Required September, 1977:
HEAD of MATHEMATICS DEPARTMENT, Scale 4
Well qualified will take its first comprehensive intake in September 1977 (Successful teaching experience in a comprehensive school desirable).
Further forms tip be returned without delay to the Headmaster at the school.

LARNOY
EDUCATION COMMITTEE
MOUNTVIEW HIGH SCHOOL
Elm Road, Harrow Weald, Middlesex
Telephone Number: 01-427 2693
Headmaster: Mr. J. H. Mitchell
Required for September, 1977:
TEACHER of MATHEMATICS, Scale 3
Experienced teacher to take charge of a department of 8 teachers in this 11-18 Comprehensive School. Ability to teach Advanced Level work and to have experience in computer studies.
Further particulars and application form from the Headmaster, to be returned by 18th April, 1977.

LEICESTERSHIRE
ENGLISH MARTYRS R.C. SCHOOL
Anstey Lane, Leicester LE4 0FU
(Comprehensive 11 to 18 Roll 1,000)
Subject: MATHEMATICS.
Scale 2 "O" and "A" level work. College interviews considered.
Further details from the Head. Apply immediately the letter. With full curriculum vitae and the names and addresses of two referees. (Stamped addressed envelope.)

LINCOLNSHIRE
ASSISTANT TEACHER
LINCOLN CHRIST'S HOSPITAL SCHOOL
Burnham Scale 2, £2,967 to £3,252
(Numbers on roll 1,225)
TEACHER of MATHEMATICS
Required for September, 1977, a MATHEMATICS TEACHER in this comprehensive school. Experienced and formed by the amalgamation of two grammar and two secondary modern schools. The result implies a strong Mathematics Sixth in "A" level and English Language and in view of a share of Sixth Form work.
Scale 2 post for suitably experienced candidate.
Applications in first instance by letter to the Headmaster, Lincoln Christ's Hospital School, Wragby Road, Lincoln, giving full curriculum vitae and names of two referees. Closing date: 22 April, 1977.

MERTON
(London Borough of)
EDUCATION COMMITTEE
RICHARD MULCASTER HIGH SCHOOL
Raynes Park, SW20 9NQ
Headmaster: Mr. J. Lynn, M.Ed., M.A.
Telephone Number: 01-942 4638
(11-18 co-educational comprehensive: 900 on roll)
Required in September, 1977:
A TEACHER of MATHEMATICS and GENERAL SCIENCE. It is hoped to appoint an able person who already has some experience of teaching Mathematics. Suitable is a non-specialist science graduate who would involve a Scale 2 salary, but the new qualified teacher without much experience could also be appointed on Scale 1.
London Allowance £402. Local expenses will be paid. Assistance towards removal expenses will be considered.
Application forms and further details available on receipt of stamped addressed foolscap envelope.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
HOLME PIGOTT COMPREHENSIVE SCHOOL
Mansfield Road, Edwinstowe
Mansfield, Notts.
Headmaster:
D. A. Hopkins, M.Ed.
Mixed: 11-18
For September, TEACHER (Scale 1) of MATHEMATICS, BIOLOGICAL and GENERAL SCIENCE.
It is hoped to appoint a person who already has some experience of teaching Mathematics. Suitable is a non-specialist science graduate who would involve a Scale 2 salary, but the new qualified teacher without much experience could also be appointed on Scale 1.
Application forms and further details available on receipt of stamped addressed foolscap envelope.
The post is situated in the designated area of the new city of Milton Keynes, and the development corporation is making a number of houses available to teachers appointed to schools within the designated area.
Subject to the county council's conditions, removal expenses up to £150 and housing assistance will be available.

CHESHIRE
EDUCATION COMMITTEE
WOODROW LODGE COMPREHENSIVE SCHOOL
Woodrow Lane, Bramhall
Woodrow Lodge is a mixed, 11 to 18 comprehensive school of 1,200 pupils. The school, which moved in 1971, has developed well and received lavish facilities in all subjects.
MATHEMATICS.
Scale 2 post required September, 1977, to teach Mathematics to all levels. An interest in computer studies would be an advantage.
Further details from the Headmaster.

Scale 1 Posts

AVON COUNTY
EDUCATION SERVICE
DAVENDER SCHOOL
Upper Dilfield Park, Bath BA2 6LA, Avon
Lodge-home entry fifth. Comprehensive (11-18). Roll 1,000.
TEACHER of MATHEMATICS (Scale 1) required for September 1977 to share the teaching of all ages and abilities.
Further details from Headmaster to whom applications should be sent with names of two referees.

BROMLEY
(London Borough of)
BENTWORTH SCHOOL FOR BOYS
High Street, Penge, SE20 7QH
(Mixed 11-18)
Required for September, 1977, a MATHEMATICS TEACHER in this comprehensive school. The Mathematics Department has a well-equipped workshop and a computer terminal and runs courses in Advanced Mathematics, Statistics and Computer Studies.
Subject to conditions, reasonable travel and storage expenses, relocation allowance and grants for furniture and carpets may be payable in teacher with suitable from London area.
Applications by letter should be sent as soon as possible to the Headmaster with full personal and professional details and the names and addresses of two referees, including one from your present employer.

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
WOLVERTON COMPREHENSIVE SCHOOL
Wolverton
(1,350 boys and girls)
Required for September, a TEACHER to take charge of the Mathematics in this junior forms of this well-established comprehensive school which has the distinction of a grammar school with some secondary modern school as its two constituent schools in the area. This is a very popular school in the school, many pupils going on to study the sixth form "A" level and at university. Consequently, someone able to give the pupils a good grounding in individual mathematics is the appointee we seek.
Application forms and further details may be obtained from the Headmaster, Mr. W. H. Orchard, M.A., The Queen's School, Wolverton, Milton Keynes MK12 5PT, on receipt of a stamped addressed foolscap envelope.
The school is situated in the designated area of the new city of Milton Keynes, and the development corporation is making a number of houses available to teachers appointed to schools within the designated area.
Subject to the county council's conditions, removal expenses up to £150 and housing assistance will be available.

CHESHIRE
EDUCATION COMMITTEE
WOODROW LODGE COMPREHENSIVE SCHOOL
Woodrow Lane, Bramhall
Woodrow Lodge is a mixed, 11 to 18 comprehensive school of 1,200 pupils. The school, which moved in 1971, has developed well and received lavish facilities in all subjects.
MATHEMATICS.
Scale 1 post required September, 1977, to teach Mathematics to all levels. An interest in computer studies would be an advantage.
Further details from the Headmaster.

DERBYSHIRE
BIRCHOVER COUNTY SECONDARY SCHOOL
Matlock, Derbyshire
Required for September, 1977, a TEACHER of MATHEMATICS (Scale 1) to teach Mathematics to all levels. An interest in computer studies would be an advantage.
Application forms may be obtained from the Headmaster, Birchover County Secondary School, Matlock, Derbyshire

SECONDARY
Mathematics
continued

NORTHAMPTONSHIRE
BLANEFIELD SCHOOL
Hartlebury, Near Derby.
Northants, NN11 3NH
ASSISTANT TEACHER (Mathematics Scale 1) for MATHEMATICS from September 1977. This is a 500 place Comprehensive School. Age, well equipped classrooms, 10 CSE Exams. It is hoped that the successful applicant will share the Sixth Form Mathematics teaching. Excellent facilities. Housing readily available.
Application forms and further details from Headmaster (stamped addressed envelope).

NORTHAMPTONSHIRE
LINGS SCHOOL
Billing Road Head, Lings,
Northampton, NN3 4NH.
Required for September 1977 a TEACHER of MATHEMATICS Scale 1. This is an additional post in an expanding school.
This is a co-educational comprehensive Community School for the 13 to 18 age group which opened in September 1972.
Application forms, further details from Headmaster (stamped addressed envelope).

NORTHAMPTONSHIRE
MAINS SCHOOL
Scaford Road, Hardo,
Northampton, NN7 2DA
Required for September 1977 a TEACHER of MATHEMATICS (Scale 1), graduate preferred. There will be a supernumerary teacher for Years 1 to 3, as well as traditional 11 to least and CSE/O Level.
An interest in Computer Studies would be an advantage and applications from newly-qualified teachers are welcomed.
The school, designated 13 to 18, and situated in Northampton, is developing as a form of 2-form co-educational comprehensive school. There are 700 pupils on roll, the long term development policy being similar to Southfield School.
Application forms, further details from the Headmaster (stamped addressed envelope).

NORTHUMBERLAND
COUNTY COUNCIL
BEDLINGTON, ST BENET BISCOP HIGH SCHOOL
Ridge Terrace, Bedlington,
Northumberland, NE22 6ED
TEACHER of MATHEMATICS (Scale 1)
Required for September.
Application forms returnable as soon as possible, and possible by sending a foolscap stamped addressed envelope to the Head Teacher.

REDBRIDGE
(London Borough of)
GRANGE SECONDARY BOYS' SCHOOL
Ferrymane Farm Road, Barkingside, Ilford IG3 8LN
Tel: 01-554 1075
Mr. D. E. Edmonds
Suitably qualified temporary TEACHER of MATHEMATICS (Scale 1) required for summer term in this 13 to 18 mixed secondary school. There is a possibility of a permanent post from September, 1977.
London allowance is payable.
Further details and application forms available from the Headmaster, at the school.

RICHMOND UPON THAMES
(London Borough of)
Applications are invited for the following posts required from September, 1977:
QUEENS PARK SCHOOL
11 to 16 Mixed Comprehensive (Roll 900)
Richmond Road, Twickenham
TW1 3DU
MATHEMATICS TEACHER, Scale 1 (earlier Burn System) 600 girls, 300 in Sixth Form (G.C.E./C.S.E. level including O.C.E./C.S.E. Feasibility study course). Rest of additional time modern mathematics am issued by the school.
Forms (foolscap stamped addressed envelope) from Director of Education, Road, Twickenham, TW1 3SB, returnable by the 15th February, 1977.
WHITTON SCHOOL
11-16 Mixed Comprehensive
Percy Road, Whitton, TW2 6DW
MATHEMATICS TEACHER, Scale 1, to teach up to G.C.E. "O" level including group, leading to Mode 3 (G.C.E./C.S.E. Feasibility study course). Rest of additional time modern mathematics am issued by the school.
Forms (foolscap stamped addressed envelope) from Director of Education, Road, Twickenham, TW1 3SB, returnable by the 15th February, 1977.

SEFTON
(Metropolitan Borough of)
BILLINGE HIGH SCHOOL,
Billinge, Near Wigan.
Required for September, 1977 a TEACHER of MATHEMATICS (Scale 1) preferably with Computer Studies. Year 1 to 5, as well as traditional 11 to least and CSE/O Level.
An interest in Computer Studies would be an advantage and applications from newly-qualified teachers are welcomed.
The school, designated 13 to 18, and situated in Billinge, is developing as a form of 2-form co-educational comprehensive school. There are 700 pupils on roll, the long term development policy being similar to Southfield School.
Application forms, further details from the Headmaster (stamped addressed envelope).

NORTHUMBERLAND
COUNTY COUNCIL
BEDLINGTON, ST BENET BISCOP HIGH SCHOOL
Ridge Terrace, Bedlington,
Northumberland, NE22 6ED
TEACHER of MATHEMATICS (Scale 1)
Required for September.
Application forms returnable as soon as possible, and possible by sending a foolscap stamped addressed envelope to the Head Teacher.

REDBRIDGE
(London Borough of)
GRANGE SECONDARY BOYS' SCHOOL
Ferrymane Farm Road, Barkingside, Ilford IG3 8LN
Tel: 01-554 1075
Mr. D. E. Edmonds
Suitably qualified temporary TEACHER of MATHEMATICS (Scale 1) required for summer term in this 13 to 18 mixed secondary school. There is a possibility of a permanent post from September, 1977.
London allowance is payable.
Further details and application forms available from the Headmaster, at the school.

RICHMOND UPON THAMES
(London Borough of)
Applications are invited for the following posts required from September, 1977:
QUEENS PARK SCHOOL
11 to 16 Mixed Comprehensive (Roll 900)
Richmond Road, Twickenham
TW1 3DU
MATHEMATICS TEACHER, Scale 1 (earlier Burn System) 600 girls, 300 in Sixth Form (G.C.E./C.S.E. level including O.C.E./C.S.E. Feasibility study course). Rest of additional time modern mathematics am issued by the school.
Forms (foolscap stamped addressed envelope) from Director of Education, Road, Twickenham, TW1 3SB, returnable by the 15th February, 1977.
WHITTON SCHOOL
11-16 Mixed Comprehensive
Percy Road, Whitton, TW2 6DW
MATHEMATICS TEACHER, Scale 1, to teach up to G.C.E. "O" level including group, leading to Mode 3 (G.C.E./C.S.E. Feasibility study course). Rest of additional time modern mathematics am issued by the school.
Forms (foolscap stamped addressed envelope) from Director of Education, Road, Twickenham, TW1 3SB, returnable by the 15th February, 1977.

SEFTON
(Metropolitan Borough of)
BILLINGE HIGH SCHOOL,
Billinge, Near Wigan.
Required for September, 1977 a TEACHER of MATHEMATICS (Scale 1) preferably with Computer Studies. Year 1 to 5, as well as traditional 11 to least and CSE/O Level.
An interest in Computer Studies would be an advantage and applications from newly-qualified teachers are welcomed.
The school, designated 13 to 18, and situated in Billinge, is developing as a form of 2-form co-educational comprehensive school. There are 700 pupils on roll, the long term development policy being similar to Southfield School.
Application forms, further details from the Headmaster (stamped addressed envelope).

NORTHUMBERLAND
COUNTY COUNCIL
BEDLINGTON, ST BENET BISCOP HIGH SCHOOL
Ridge Terrace, Bedlington,
Northumberland, NE22 6ED
TEACHER of MATHEMATICS (Scale 1)
Required for September.
Application forms returnable as soon as possible, and possible by sending a foolscap stamped addressed envelope to the Head Teacher.

SHROPSHIRE
EDUCATION COMMITTEE
THE GROVE SECONDARY SCHOOL
Shifnal, 11 to 16, 1000
Burton Grange Drive
Wanted for September, 1977, a TEACHER of MATHEMATICS (Scale 1) for work with years 1-5.
Further details and application forms from the Headteacher (stamped addressed envelope).

STAFFORDSHIRE
EDUCATION COMMITTEE
THE GROVE SCHOOL
KINGSWEAD COMPREHENSIVE SCHOOL
Kings Avenue, Littleworth,
Bedworth
(Roll 1,100)
Required for September, 1977
TEACHER of MATHEMATICS, Scale 1.
Basically traditional syllabus, modern mathematics and computer studies. Taught to 'O' level and CSE.
Apply to the Headteacher giving curriculum vitae and names of two referees.

SUTTON
(London Borough of)
HOLMSDALE HIGH SCHOOL
Brownhill Road, Sutton, Surrey
MATHEMATICS TEACHER, Scale 1 (earlier Burn System) 600 girls, 300 in Sixth Form (G.C.E./C.S.E. level including O.C.E./C.S.E. Feasibility study course). Rest of additional time modern mathematics am issued by the school.
Forms (foolscap stamped addressed envelope) from Director of Education, Road, Twickenham, TW1 3SB, returnable by the 15th February, 1977.

ESSEX
THE BRENTSON SCHOOL
Hall Lane, Wilson
Tel Wilson 612911
HEAD OF LANGUAGES
Scale 4 Department for September, 1977. An experienced and enthusiastic teacher with qualifications in FRENCH or GERMAN and THE NOTTINGHAMIAN is sought. Good teaching ability, leadership and organisational skills are required.
Closing date for applications 14th April, 1977.
Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

GWENT
COUNTY COUNCIL
LLANFRANAN COMPREHENSIVE SCHOOL
Cwmbran 11 to 18
HEAD of MODERN LANGUAGES, well qualified and experienced GERMAN required to teach French and GERMAN and be responsible for large department in which Welsh and Spanish are also taught. The school has well equipped language laboratory, and is a Welsh Language Academy.
Application forms, obtainable from Director of Education, County Hall, Cwmbran, Gwent, should be returned addressed envelope, or to Chief Education Officer, Hillcrest House, Hillcrest Road, Cwmbran, by the 15th April, 1977.

HAMPSHIRE
BISHOP CHALLONER SCHOOL
St. Michael's Road, Bassingbourne
Required for September 1977 this developing Catholic Aided Comprehensive School 11 to 18 (now 900, expected to 1,200 with full years in intake 1979).
Initially Scale 3—HEAD OF MODERN LANGUAGES (capable of introducing German to 'O' level). Scale 1 Teacher already established.
Stamped addressed envelope to Head for details.

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS. DIVISION
HITCHIN SCHOOL
Old Hitchin Way, Hitchin,
Herts SG4 7JL
(Group 10)
Telephone: Stevenage (01) 38 670 on roll
Co-educational all-ability
COB Grills
Celworth Road, London E11 1JQ
Head Teacher: Miss P. M. Smith, M.A.
MATHEMATICS TEACHER is required for the 1977 academic year for the Senior High School (600 on roll, 14 to 19) years to work with fourth and fifth year sets. Bonus examination to work with the challenging topics (opted from First Appointment Teachers).
Application forms obtainable from the Headmaster on receipt of stamped addressed envelope.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.
Required for September, 1977:
WALTHAMSTOW SENIOR HIGH SCHOOL
Selborne Road, London E17 5QD
Head Teacher: Mrs. J. Powell, B.Sc.
MATHEMATICS TEACHER is required for the 1977 academic year to teach Sixth Form and other classes. Ability range with the ability to teach Sixth Form (G.C.E. level) examinations. An ability to teach both S.M.P. and Modern Mathematics required.
Closing date: 15th April, 1977.
Application forms obtainable from the Head Teacher on receipt of stamped addressed envelope.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.
Required for September, 1977:
WALTHAMSTOW SENIOR HIGH SCHOOL
Selborne Road, London E17 5QD
Head Teacher: Mrs. J. Powell, B.Sc.
MATHEMATICS TEACHER is required for the 1977 academic year to teach Sixth Form and other classes. Ability range with the ability to teach Sixth Form (G.C.E. level) examinations. An ability to teach both S.M.P. and Modern Mathematics required.
Closing date: 15th April, 1977.
Application forms obtainable from the Head Teacher on receipt of stamped addressed envelope.

Modern Languages
Heads of Department

DEREYSHIRE
COUNTY COUNCIL
HEAD of FACULTY, Scale 4—Class MODERN LANGUAGES AND HUMANITIES
Required for September, 1977.
Applications forms from the Head Teacher, Chesterfield Secondary School, St. Stephen's Hill, Chesterfield, Derbyshire.

EAST SUSSEX
COUNTY COUNCIL
Lewes Road
Seaford, East Sussex
Headmaster: Mr. C. G. Evans, BSc
HEAD of MODERN LANGUAGES
Required for September, 1977, a well qualified and experienced teacher of French and German to head a department of 7 teachers. Ability to teach German to 'O' level essential. Ability to teach French to 'O' level and CSE desirable. Suitable candidates will be expected to teach some European languages including French.
Salary will be the first point on the Head of Department scale, plus a London Allowance payable without delay from the Headmaster of the school.

EAST SUSSEX
BATTLEBRIDGE AREA
BASTBOURNE GRAMMAR AND HIGH SCHOOL
Required for September, 1977, a HEAD of the MODERN LANGUAGES department (Scale 3) in this newly amalgamated selective school.
Application forms available in approved cases.
Application forms and further details from the Headmaster, Bastbourne Grammar School, Dorset Road, Bastbourne, East Sussex (foolscap envelope, please) and completed forms returned to him by April 15th.

ESSEX
ST. BENEDICT'S R.C. COMPREHENSIVE
Norman Way, Colchester Road,
Lexcester
(Roll 430)
Tel: Colchester 3.
HEAD OF MODERN LANGUAGES
This is a developing 3 form entry Catholic School further applications are invited for the new post, accessible by our expansion.
Scale 2 or 3. Applicants should have the ability to develop the subject in the county re-opened school.
Preference will be given to French but it is hoped to offer German and Spanish as options in intake years in the school.
A position for a French assistant would be secondly in sympathy with this policy.
Application forms and further details from the Headmaster (stamped addressed envelope).

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SIXTH FORM CENTRE
SIXTH LANGTON GIRLS' GRAMMAR SCHOOL
Canterbury
CT2 7QB
Required for September for an experienced and enthusiastic teacher of FRENCH.
Applicants should be able to develop a growing school. A Scale 2 opening, but could be made to a suitably experienced candidate.
The school, which is hardworking and keen on the outskirts of the University City is a four-form entry grammar school with a strong tradition in modern and classical languages.
Generous lodgings allowances are available in suitable cases.
Further details may be obtained from the Headmaster (Canterbury 50711) to whom a letter of application should be written stating qualifications, and experience in and giving the names of two referees.

CANTERBURY DIVISION
KENT COUNTY COUNCIL
THE ARCHBISHOP'S C.E. GRAMMAR SECONDARY SCHOOL
Canterbury
(Mixed Roll 900)
Required from September, 1977, HEAD of MODERN LANGUAGES (Scale 3 or 2), to be responsible for the French Department and to teach German to C.S.E. and G.C.E. levels.
Applications forms from the Headmaster, The Archbishop's C.E. Grammar School, St. Stephen's Hill, Canterbury, Kent.

LEICESTERSHIRE
ST. MARTIN'S R.C. HIGH SCHOOL
Stone Cross, Thinston,
Warks
In the Leicestershire Plan for the Organization of Secondary Education
(High 11 to 14; roll 900)
HEAD of FRENCH
Scale 3
Well-qualified lively and enthusiastic TEACHER, graduate preferred. Ability to offer some German an advantage.
Form stated.
Further details from the Head.
Apply immediately (no forms) with full curriculum vitae and the names and addresses of two referees and stamped addressed envelope.

LIVERPOOL
ALLERTON CONVENT GRAMMAR SCHOOL
Allerton Terrace, Liverpool
L18 3KP
Required for September, 1977, well qualified GRADUATE to head the learning of FRENCH. There is a Special Language Laboratory. Head of Department available for consultation.
Apply by letter to the Headmistress, stating curriculum vitae and names of two referees.

NORTHAMPTONSHIRE
KINGSWOOD SCHOOL
Harlestonwood Road, Corby,
Northants NN18 9NS
Required September, 1977, HEAD of MODERN LANGUAGES (Scale 3) to continue the development of a lively and successful department. French and German hold equal esteem and attainment.
Kingswood is a six-form entry semi-rural comprehensive school, pupils 11 to 18 years.
The school is committed to community education and considerable multicultural work is already in hand.
Application forms and further details from the Headmaster (Corby 2 stamps) to whom completed application forms should be returned.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following posts:
HEAD of MODERN LANGUAGES
Scale 3 for this expanding department with good facilities. The post involves the teaching of FRENCH through-out the school to 'O' level.
Applicants should write to the Head as soon as possible giving full personal and professional details with names and addresses of two referees. Further details obtainable from the school.

NORTH YORKSHIRE
County of
HUNMANBY SCHOOL
Hunmanby, Near Filey
11 to 18: 1,505 pupils: Sixth Form 150
Required for September, 1977 — TEACHER for MODERN LANGUAGES. Main language French, all levels up to university entrance. Supporting language, preferably German. Scale 2. Ability to develop a vigorous department. Good sound experience and effectiveness.
Applications with curriculum vitae and the names of two referees (and stamped addressed envelope if you require acknowledgement) should be sent as soon as possible to the Headmaster, Hunmanby School, Northington Hunmanby, Near Filey, North Yorkshire.

NORTHAMPTONSHIRE
HUNTLEY SCHOOL
Hardwick Road, Irthlingborough,
Northants NN9 4LY
Required for September, HEAD of FACULTY of LANGUAGES and COMMUNICATIONS (Scale 3). The faculty covers the teaching of English, Modern Languages, Music and Drama and the successful applicants teaching requirement will include English and Modern Languages.
Huntley School is a rural, roadside 11-18 mixed comprehensive.
Application forms and further particulars relative to the post may be obtained from the Headmaster (stamped addressed envelope).

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
HUCKNALL NATIONAL COMPREHENSIVE SCHOOL
Annesley Road, Hucknall,
Nottingham, NG15 7AD
Headmaster: J. N. C. Dudson, M.A.
(Mixed: 750, 11 to 18)
For September, GRADUATE in to teach French to 'O' level, well qualified to teach German to 'O' level, to teach French to 'A' level will be a bonus. Scale 2.
In approved cases assistance may be given by way of payment of up to 100 per cent removal expenses and the payment of relocation allowances.
Apply to Headmaster giving full details, including names of two referees (stamped addressed envelope).

SOUTHAM SCHOOL
Russell Lane, Whetstone, N20
01-368 1126
Girls Comprehensive, 11 to 18
Mixed Roll 1,000
Required September, 1977 — HEAD of MODERN LANGUAGES — only if French and GERMAN. Excellent opportunity for a Modern Languages Head under comprehensive. Good salary for experience, or limit appointment teacher.
Scale 3.
In approved cases assistance may be given by way of payment of up to 100 per cent removal expenses and the payment of relocation allowances.
Apply immediately to Headmaster for application form and further details (stamped addressed envelope).

WILTSHIRE
BURNHAM COMPREHENSIVE SCHOOL
Burnham, Salisbury, Wilts.
SN8 3BN
(Number on roll 1,150. Co-educational: 11 to 18 years)
HEAD of DEPARTMENT MODERN LANGUAGES (French/German). Scale 3 for this expanding department with good facilities. The post involves the teaching of FRENCH through-out the school to 'O' level.
Applicants should write to the Head as soon as possible giving full personal and professional details with names and addresses of two referees. Further details obtainable from the school.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for September 1977:
MORETON SCHOOL
Hadmaster: Mr. R. A. Bunn, B.A.
MODERN LANGUAGES, Scale 3.
A post arising from the teaching of MODERN LANGUAGES at all levels in a mixed comprehensive which opened in September 1976.
Ability to teach French also an advantage.
Applications giving full curriculum vitae and the names and addresses of two referees, to the Headmaster, Moreton School, Bushbury Lane, Wolverhampton WV2 2QD, to be received by the undersigned within 14 days of this advertisement. (Stamped addressed envelope please).

RICHMOND UPON THAMES
(London Borough of)
WHITTON SCHOOL
11-16 Mixed
Percy Road, Whitton TW2 6DW
Required for September 1977 a TEACHER of FRENCH (Scale 1) to teach up to G.C.E. "O" level including group, leading to Mode 3 (G.C.E./C.S.E. Feasibility study course). Rest of additional time German will be issued by the school.
Ability to teach French also an advantage.
Applications (no forms) in the first instance to the Headmaster (Twickenham 2 stamps).

SHROPSHIRE
EDUCATION COMMITTEE
THE GROVE SCHOOL
KINGSWEAD COMPREHENSIVE SCHOOL
Kings Avenue, Littleworth,
Bedworth
(Roll 1,100)
Required for September, 1977
TEACHER of MATHEMATICS, Scale 1.
Basically traditional syllabus, modern mathematics and computer studies. Taught to 'O' level and CSE.
Apply to the Headteacher giving curriculum vitae and names of two referees.

STAFFORDSHIRE
EDUCATION COMMITTEE
KINGSWEAD COMPREHENSIVE SCHOOL
Kings Avenue, Littleworth,
Bedworth
(Roll 1,100)
Required for September, 1977
TEACHER of MATHEMATICS, Scale 1.
Basically traditional syllabus, modern mathematics and computer studies. Taught to 'O' level and CSE.
Apply to the Headteacher giving curriculum vitae and names of two referees.

SEFTON
(Metropolitan Borough of)
BILLINGE HIGH SCHOOL,
Billinge, Near Wigan.
Required for September, 1977 a TEACHER of MATHEMATICS (Scale 1) preferably with Computer Studies. Year 1 to 5, as well as traditional 11 to least and CSE/O Level.
An interest in Computer Studies would be an advantage and applications from newly-qualified teachers are welcomed.
The school, designated 13 to 18, and situated in Billinge, is developing as a form of 2-form co-educational comprehensive school. There are 700 pupils on roll, the long term development policy being similar to Southfield School.
Application forms, further details from the Headmaster (stamped addressed envelope).

Other Posts on Scale 2 and above

DERBYSHIRE
EDUCATION COMMITTEE
HIGH PEAK COMPREHENSIVE SCHOOL
Hadfield, Derby DE4 7RH
(Number on roll 900)
Required for September, 1977
TEACHER of FRENCH (Scale 2 now for suitably qualified and experienced teacher) to share teaching of French throughout the school to 'O' level and CSE.
Applications giving full curriculum vitae and the names and addresses of two referees, to the Headmaster, High Peak Comprehensive School, Hadfield, Derbyshire.

DORSET
ST. ALDHELM'S SCHOOL
Poole
(Co-ed. 11 to 16: Roll 700)
Required September at this Modern School in attractive rural surroundings, a TEACHER of FRENCH throughout school to G.C.E. standard. Preferably candidate willing to take non-examination classes and a few suitably qualified experienced O-level classes.
Assistance with removal and incidental expenses.
Further details and application form (stamped addressed envelope) from Headmaster.

GATESHEAD
(Metropolitan Borough of)
Applications are invited from suitably qualified candidates for the undermentioned vacancies:
LONG BENTON HIGH SCHOOL
Gary Hill, Gateshead NE9 8PA
Head teacher: Mr. D. J. Hitchin
TEACHER-IN-CHARGE of MODERN LANGUAGES, Scale 3, to head a department of 7 teachers. Ability to teach German essential.
Teaching of French and German both languages essential.
Forms and details from Head of the School on receipt of stamped addressed envelope.

WILTSHIRE
BURNHAM COMPREHENSIVE SCHOOL
Burnham, Salisbury, Wilts.
SN8 3BN
(Number on roll 1,150. Co-educational: 11 to 18 years)
HEAD of DEPARTMENT MODERN LANGUAGES (French/German). Scale 3 for this expanding department with good facilities. The post involves the teaching of FRENCH through-out the school to 'O' level.
Applicants should write to the Head as soon as possible giving full personal and professional details with names and addresses of two referees. Further details obtainable from the school.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for September 1977:
MORETON SCHOOL
Hadmaster: Mr. R. A. Bunn, B.A.
MODERN LANGUAGES, Scale 3.
A post arising from the teaching of MODERN LANGUAGES at all levels in a mixed comprehensive which opened in September 1976.
Ability to teach German essential.
Applications giving full curriculum vitae and the names and addresses of two referees, to the Headmaster, Moreton School, Bushbury Lane, Wolverhampton WV2 2QD, to be received by the undersigned within 14 days of this advertisement. (Stamped addressed envelope please).

Scale 1 Posts

EALING
(London Borough of)
WEST EALING SCHOOL
Vicarage Road, Ealing
Required September, 1977 — TEACHER of FRENCH (Scale 1) to teach German to 'O' level will be a bonus.
Applications (no forms) in the first instance to the Headmaster (Ealing 2 stamps).

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
HUCKNALL NATIONAL COMPREHENSIVE SCHOOL
Annesley Road, Hucknall,
Nottingham, NG15 7AD
Headmaster: J. N. C. Dudson, M.A.
(Mixed: 750, 11 to 18)
For September, GRADUATE in to teach French to 'O' level, well qualified to teach German to 'O' level, to teach French to 'A' level will be a bonus. Scale 2.
In approved cases assistance may be given by way of payment of up to 100 per cent removal expenses and the payment of relocation allowances.
Apply to Headmaster giving full details, including names of two referees (stamped addressed envelope).

SOUTHAM SCHOOL
Russell Lane, Whetstone, N20
01-368 1126
Girls Comprehensive, 11 to 18
Mixed Roll 1,000
Required September, 1977 — HEAD of MODERN LANGUAGES — only if French and GERMAN. Excellent opportunity for a Modern Languages Head under comprehensive. Good salary for experience, or limit appointment teacher.
Scale 3.
In approved cases assistance may be given by way of payment of up to 100 per cent removal expenses and the payment of relocation allowances.
Apply immediately to Headmaster for application form and further details (stamped addressed envelope).

WILTSHIRE
BURNHAM COMPREHENSIVE SCHOOL
Burnham, Salisbury, Wilts.
SN8 3BN
(Number on roll 1,150. Co-educational: 11 to 18 years)
HEAD of DEPARTMENT MODERN LANGUAGES (French/German). Scale 3 for this expanding department with good facilities. The post involves the teaching of FRENCH through-out the school to 'O' level.
Applicants should write to the Head as soon as possible giving full personal and professional details with names and addresses of two referees. Further details obtainable from the school.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for September 1977:
MORETON SCHOOL
Hadmaster: Mr. R. A. Bunn, B.A.
MODERN LANGUAGES, Scale 3.
A post arising from the teaching of MODERN LANGUAGES at all levels in a mixed comprehensive which opened in September 1976.
Ability to teach German essential.
Applications giving full curriculum vitae and the names and addresses of two referees, to the Headmaster, Moreton School, Bushbury Lane, Wolverhampton WV2 2QD, to be received by the undersigned within 14 days of this advertisement. (Stamped addressed envelope please).

SECONDARY
Modern Languages
continued

DONCASTER
EDUCATION COMMITTEE
HAYFIELD COMPREHENSIVE SCHOOL
Hurst Lane, Auckley
Doncaster DN9 3GG
Telephone Number
Auckley 710393
Required for September, 1977:
GERMAN and FRENCH
Scale 1
GRADUATE required to teach French to 'O' level and G.C.E. and German to 'O' level. Ability to teach French also an advantage.
This school is a four-form entry comprehensive, currently recruiting up to six-form entry and the facilities, buildings are new and well equipped. The within easy reach of Doncaster and the Yorkshire Coalfield.
Scale 1. Outer London Allowance.
Applications to contain qualifications, experience and date of removal and expenses and grants towards removal expenses may be paid in approved cases.
Further details and application forms from the Headmaster (stamped addressed envelope).

HAMPSHIRE
BROCKENHURST COMMUNITY SCHOOL
Sway Road, Brockenhurst, Hants
GERMAN TEACHER to teach German to 'O' level and A.L. and possibly French and French as a second language from the second year onwards. Scale one option. Two years' German course is available from Year 4 for pupils wishing to take two languages at 'O' level.
Neyhouse Comprehensive School is an 11 to 18 Coeducational School with 1,200 pupils on roll. The school opened in 1971 on a rural site midway between Doncaster and the Yorkshire Coalfield. Entry is by a Sixth Form of some 80 students.
Further details and application forms are available from the Headmaster, J.R. Storey, B.A., who will also address stamped addressed envelope.
Closing date 15 April, 1977.

EAST SUSSEX
COUNTY COUNCIL
ROBERTSBRIDGE SCHOOL
Robertsbridge, Sussex
Headmaster: Brian Moore, O.A. (Mixed: 1,000, 11 to 18)
Required September, 1977, FRENCH TEACHER (Scale 1) able to teach German as a second language at Robertsbridge School with 330 on roll, expanding to 1,000 by September 1981. Ability to teach French to 'A' level and subsidiary subject thus would be advantageous.
Reasonable grants available in approved cases.
Application forms (to be returned addressed envelope) from the Headmaster at the school.

ESSEX
BRAUCHAMPS SCHOOL
Beaufoundes Drive
Southend-on-Sea, Essex
Mixed 11 to 18
Required for September, 1977, a TEACHER of FRENCH (Scale 1) to teach French to 'O' level and CSE, and German to 'O' level, preferably with other languages taught are French and Spanish.
Closing date for receipt of applications: Friday, April 15, 1977. Letters addressed envelope.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Hounslow Borough Civic Centre, Hampton Road, Hounslow
Tel: 01-570 7456
Hounslow Junior Boys' School
Wellington Road, Hounslow
Hadmaster: Mr M. C. Moulton, BA
Required for September, 1977 — TEACHER of FRENCH and GERMAN, Scale 1. The successful teacher will be a member of a team of 7 teachers, working in a large comprehensive school. Applications should be made to the Headmaster.
London Allowance £227 payable.
Appointment subject to a satisfactory medical.
Applicants should state in their application forms may be sent to the Head Teacher, to be received by the closing date, Friday, April 22.
The Education Committee has developed schemes for assistance to teachers for assistance in removal expenses, disturbance, or lodging allowance.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SIMON LANGTON GIRLS' GRAMMAR SCHOOL
1977 Duplicate
Canterbury
Required for September for one year during a secondment to teach FRENCH and SPANISH in this growing school. A Scale 2 opening could be made to a suitably experienced candidate.
The school, which is hardworking and keen on the outskirts of the University City is a four-form entry grammar school with a strong tradition in modern and classical languages.
Generous lodgings allowances are available in suitable cases.
Further details may be obtained from the Headmaster (Canterbury 50711) to whom a letter of application should be written stating qualifications, and experience in and giving the names of two referees.

BROMLEY
(London Borough of)
BRIDLEY CE (A) SCHOOL
Bridley Road, Bromley, Kent
TEACHER of FRENCH and GERMAN, Scale 1.
Bridley is a 2-form entry grammar school with a strong reputation in modern and classical languages.
Disturbance and lodging allowances available.
Further details may be obtained from the Headmaster (Canterbury 50711) to whom a letter of application should be written stating qualifications and experience in and giving the names of two referees.

THANET DIVISION
LADSBANE COUNTY SECONDARY SCHOOL
Margate
Margate 13601
Part-time ASSISTANT TEACHER required for teaching French to the 11-14 age group.
Applications with two referees to the Headmaster.

HARTSDOWN COUNTY SECONDARY SCHOOL
George V Avenue, Margate
(Mixed 11 to 18)
Required for September, 1977, TEACHER for FRENCH throughout school, preferably with ability to C.S.E./O Level standard, to share teaching French with the large bulk of the successful applicant. Immediate will be for French.
Applications in writing (no forms) to Headmaster, with two referees (stamped addressed envelope).

LEICESTERSHIRE
ALDERMAN NEWTON'S
Glenfield Road, Leicester
Comprehensive 11 to 18
(Roll 1,341)
FRENCH—Scale 2 or 3
Required August to "A" level, German to "O" level. Ability to take classes in Nicholas circle and Oxford Street, Glenfield Road will be an advantage. August 1977: Sixth form extend comprehensive, leftward 5th year grammar, 1st year 5th form, significantly 1,250 (400 5th girls).
Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees. (Stamped addressed envelope.)

LEICESTERSHIRE
THE JOHN CLEVELAND SCHOOL
Forest View, Thurlaston, Leicester
In the Leicestershire Plan for the Organization of Secondary Education
(Upper: 14 to 18; roll 2,100)
FRENCH, Scale 1.
Required August, 1977, well-qualified TEACHER with language ability in French, German, Russian, Spanish, Italian.
Applications (no forms) with full curriculum vitae to the Headmaster.

LEICESTERSHIRE
HAWLINS HIGH SCHOOL AND LOUGHBOROUGH HIGH SCHOOL
Loughborough Road, Quorn
Near Loughborough, Leicester
In the Leicestershire Plan for the Organization of Secondary Education
(Upper 13 to 18
Mixed 1,250)
LANGUAGES, Scale 1
Required August, to offer FRENCH and some GERMAN and EUROPEAN STUDIES to "O" level and C.S.E.
Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees. (Stamped addressed envelope.)

LEICESTERSHIRE
HAMILTON SCHOOL
Keyham Lane West, Leicester
(Comprehensive 11 to 18: Roll 1,250)
FRENCH with ability to teach German to "O" level. Scale 1 required April/August, well qualified teacher for French Studies department. Audio-visual methods and C.S.E. courses.
Temporary appointment from April considering.
Further details from the Head.
Apply immediately (no forms) with full curriculum and the names and addresses of two referees (stamped addressed envelope).

LEICESTERSHIRE
NEWTRY FIELDS SCHOOL
Lyncroft Road, Leicester, LE3 2EL
(Comprehensive 11 to 18)
(Roll 810)
MODERN LANGUAGES
Scale 1
To teach FRENCH initially. Please state other modern language.
Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees. (Stamped addressed envelope.)

LONDON
MARY OATENELDR GIRLS' SCHOOL
Camberwell Grove, London
(Voluntary Aided three form entry grammar school)
Required in September, part-time FRENCH TEACHER to teach FRENCH throughout the school to University level. Another language may prove useful.
Applications with testimonials and names of two referees to the Headmistress, Miss L. B. Godwin.

NEWCASTLE UPON TYNE
(City of)
EDUCATION COMMITTEE
BENWELL SCHOOL
Adamson Road, NE4 9RD
Required for 1st September, 1977, suitably qualified and experienced TEACHER for appointment to a CHAGES SPECIALIST for French and German at this upper comprehensive school for 1,000 pupils employed over 11 to 18 years.
Application forms, obtainable from Director of Education, Civic Centre, Newcastle upon Tyne, NE1 8QH, should be returned to the Headmaster, Benfield School, Benwell, Newcastle upon Tyne, NE4 9NU, as soon as possible.

NEWHAM
(London Borough of)
LITTLE ILFORD SCHOOL
Romford Road, London E15 4PT
(Mixed 1,342 residential)
Head Teacher: Mr. D. O. H. Andrews B.A., M.Ed.
Required April, 1977 — Temporary TEACHER of FRENCH for summer term only. Scale 2.
Outside London allowance, plus annual supplement, plus special allowance, £200 or £270.
Suitable candidate application form may be obtained from the Head Teacher (Stamped addressed envelope).
Completed forms should be returned to the above address.

NORTHAMPTONSHIRE
ROADE SCHOOL
Stratford Road, Roade
Northampton NN7 2LS
Required for September, 1977, a TEACHER of FRENCH (Scale 1). Initially a second Humanities subsidiary. Depending on the successful applicant's ability to teach German in September is a second language. Applications from suitably qualified teachers welcomed.
The School, designated 11 to 18, and situated in rural surroundings, is in the process of becoming a 2-form entry co-educational comprehensive school.
Application forms and details from the Headmaster (stamped addressed envelope).

NORTHUMBERLAND
COUNTY COUNCIL
BEDLINGTON, ST. BENET BISCOP HIGH SCHOOL
Ridge Terrace, Bedlington
Northumberland NE22 6ED
TEACHER of SPANISH AND GERMAN
Required, for September, 1977, C.S.E. and "A" level and C.S.E. courses are established in these subjects. Work available throughout the school. Ability to teach French an advantage. Applicants should state if they are available for a suitably qualified candidate.
Application forms may be obtained from the Head Teacher (stamped addressed envelope).

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
Applications are invited from suitably qualified TEACHERS for the following posts:
COMPREHENSIVE SCHOOL
Station Road
Sutton in Ashfield, Notts.
Headmaster: J. T. Cooper, M.A.
(Mixed 1,350 11 to 18)
Required for September, 1977 — TEACHER of FRENCH (Scale 1), Diplomatic 1 year language assistant. Audio-visual facilities available.
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

BEDRIDGE
(London Borough of)
BURNHILL GREEN HIGH SCHOOL
Burnhill Green, Pinner Green, Ealing
Telephone: 01-866 0141
Mixed 11 to 18 years
Suitably qualified

SECONDARY
Music
continued

BROMLEY
(London Borough of)
St. HILDA'S C.E. R.C. SCHOOL FOR GIRLS
Cross Road, Orpington, Kent BR6 9HD
Required for September 1977: a TEACHER of MUSIC throughout the school. Scale above the basic, altered according to qualifications and experience. Please state other subjects offered.
Subject to certain conditions, removal and storage expenses, disturbance allowance and greyhound travel expenses are payable in teaching staff appointed from outside the London Area.
Letter of application to the Headmistress at the School.

CHANNEL ISLANDS
STATES OF JERSEY
EDUCATION COMMITTEE
PENSAMTTIG WOODWIND TEACHER
(Scale 1)
Required from September, 1977 to specialise in the CLARINET. Candidates should be good executants as well as able to promote music in teaching qualifications.
Application forms and further details available from the Director, St. Saviour, Jersey, Channel Islands.

DERBYSHIRE
SHONDON SCHOOL
Mixed comprehensive, 1,300 pupils (100 in Sixth Form)
Required for September, 1977, a TEACHER of MUSIC (Scale 2).
Apply by letter, giving details of qualifications and experience, stating the names and addresses of two referees to the Headmistress, Shondon High School, Wash Road, Shondon, Derbyshire. Further details may be obtained.
Stamped addressed envelope, please.

DORSET
OAKMEAD SCHOOL FOR GIRLS
Wick Lane, Bournemouth
(600 girls, 11 to 18 years.)
Required for September, 1977 a TEACHER of MUSIC.
Will be a general subject will be considered. Assistance will be allowed with some expenses.
Application forms from the Headmistress (stamped addressed envelope, please) to be returned by April 30.

ESSEX
OUNFLEET SCHOOL
Rochford Way, Frinton-on-Sea
Telephone: Frinton 3110
MUSIC
Required for September, 1977, to teach to examination level and encourage music throughout the school. There is a flourishing brass band. A fine organ and a good piano. Ability to play the piano to level A is desirable. A specialist qualified and experienced in music is needed to teach music as a second subject and this will involve a commitment to games on a junior tier (12 to 14). Generous remuneration is offered. Assistance would be required initially with English. First post applications welcome.

ST. JOHN'S (11 to 18 MIXED) COMPREHENSIVE
(Roll 1,200)
Tower Road, Epping
Telephone: Epping 73028
MUSIC
Required for September, 1977, to teach throughout the school, song English or instrumental music, preferably with creative music a special interest.
Application forms and further particulars available from the Headmaster at the School.

HAMPSHIRE
TESTBURNE SCHOOL
Micheldever Road, Whitchurch
Comprehensive Mixed 11 to 18
Number on roll: 850
Required for September, 1977 — Music — Specialist in AMA and ALLIED CREATIVE ARTS.
Stamped addressed envelope to Head of Music.

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
Required for September, 1977:
PERFORMING TEACHER OF WOODWIND INSTRUMENTS
Preference will be given to teachers who can play more than one instrument, though ability to teach all woodwind instruments is desirable. A good ability for ensemble work is also desirable. Some instrument may be available. The post involves teaching at primary and secondary children, with some all day work playing in the staff orchestra.
Applications forms should be obtained from and also returned to: Principal Music Adviser, Education Office, Heneage Street, Grimsby, South Humberside.

KIRKLEES
Metropolitan Council
BARLBOROUGH HIGH SCHOOL
Canterbury Road, Barlborough
Roy Wilson, M.A., Ph.D.
Roll 700: 13 to 18
MUSIC TEACHER
Required for September, 1977.
Scale 1 to Scale 2, to share with a colleague the teaching of all levels of ability and a wide range of musical activities including band, choirs and percussion. Must be well qualified and keen to develop high standards. Experience in the successful teaching of some maths and/or English would be an advantage.
Applications (stamped addressed envelope) to the Headmaster, to be received not later than 31st April, 1977.

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
JOHN BEDDOES SCHOOL
Powys (Tel. 850)
Required for September, 1977, suitably qualified TEACHER for MUSIC throughout the school. There is a flourishing brass band. A fine organ and a good piano. A specialist qualified and experienced in music is needed to teach music as a second subject and this will involve a commitment to games on a junior tier (12 to 14). Generous remuneration is offered. Assistance would be required initially with English. First post applications welcome.

ST. JOHN'S (11 to 18 MIXED) COMPREHENSIVE
(Roll 1,200)
Tower Road, Epping
Telephone: Epping 73028
MUSIC
Required for September, 1977, to teach throughout the school, song English or instrumental music, preferably with creative music a special interest.
Application forms and further particulars available from the Headmaster at the School.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHING AREA
NORTHING HIGH SCHOOL
Yew Lane, Meir, Stoke-on-Trent
Number on Roll 1,300. Age-range 11 to 18 years.
Required for September, 1977 a TEACHER of MUSIC (Scale 1) for this mixed comprehensive school. Situated on the southern outskirts of Stoke-on-Trent, Northing School is a fresh, music is a large and R.C.C. Catholic Voluntary Aided Comprehensive. Ability to play piano and flute is desirable. Ability to teach music to all levels, including Senior Choir, Junior and Senior Choirs.
Willingness to enter into the extra-curricular life of the school essential.
Form of application for the above appointment are available from the Clerk to stamped addressed envelope addressed to the Headmaster at the School, to whom they should be returned not later than 30th April, 1977.

SUTTON
London Borough of Sutton
OLDBOROUGH HIGH SCHOOL
Cheyne Drive
Oldborough Road, Morden, Surrey
MUSIC
Required for September, 1977, a TEACHER to share charge of Music in the School and assist with English and Drama.
Applicants should be able to play a musical instrument and be willing to take an active part in extra-curricular activities.
Application forms (stamped addressed envelope) from the Headmistress.

WALTHAM FOREST
Education Committee
Walthamstow Hall Girls' Grammar School
Hale End, Walthamstow, E.4
Required for September, 1977 — Music — Specialist in AMA and ALLIED CREATIVE ARTS.
Stamped addressed envelope to Head of Music.

WEST SUSSEX
COUNTY COUNCIL
EDUCATION DEPARTMENT
Chichester
Required for September, 1977, a TEACHER of MUSIC (Scale 2) for a Voluntary Aided Roman Catholic Comprehensive School.
Applicants should be able to play a musical instrument and be willing to take an active part in extra-curricular activities.
Application forms (stamped addressed envelope) from the Headmaster.

WEST SUSSEX
SOUTH LAVERS AREA
HAYWARDS SCHOOL
Haywards Heath
Mixed Comprehensive (11 to 18) Number on Roll 1,000
Required for September, 1977 — Music — Specialist in AMA and ALLIED CREATIVE ARTS.
Stamped addressed envelope to Head of Music.

WEST SUSSEX
SOUTH LAVERS AREA
HAYWARDS SCHOOL
Haywards Heath
Mixed Comprehensive (11 to 18) Number on Roll 1,000
Required for September, 1977, a TEACHER of MUSIC (Scale 2). This post is attached to the Upper School, Head 12-18 comprehensive school.
Applicants should be able to play a musical instrument in addition to being able to teach Recorder Ensemble and the school.
Responsibility for Music throughout the school will be delegated to a Senior Teacher, Head of Music, who will also have responsibility for the Upper School Music Department.
Applicants should be able to take an active part in the life of the school.
Applicants should be able to take an active part in the life of the school.
Applicants should be able to take an active part in the life of the school

SURREY
COUNTY COUNCIL

* FRINGE AREA LONDON ALLOWANCE £150 p.a. THROUGHOUT THE COUNTY.
* General relocation expenses in approved cases.
* Applicants for appointment to County and Voluntary Controlled Schools (except reserved teachers), effective from 1 September, 1977 or later, should note that the Education Committee have it in mind to issue to assistant teachers on Burnham Scale 1, contracts to the service of the County Council with assignment initially to the school indicated. This will mean that teachers so appointed may be required to transfer to other schools at a later date.

HEADSHIPS

ST. BEDE'S SCHOOL (VOLUNTARY AIDED, Group 11)
Carlton Road, Redhill

Comprehensive, co-educational, 12 to 16. Number on roll 1,034.
The Governors invite applications for the post of HEAD of this unique school, which was formed last year by the amalgamation of Bishop Simpson Church of England Girls' School and St. Joseph's R.C. Mixed School. The post becomes vacant from January, 1978, on the retirement of the present Head.
There are well established courses leading to CSE and GCE 'O' and 'A' level examinations and a Sixth Form of over 120.
Candidates should be communicant members of either the Anglican or the Roman Catholic Church.
Salary Scale £7,944-£8,668 per annum (subject to current restrictions on progression beyond £6,500 per annum) plus £312 supplement.
Re-advertisement : all candidates will be considered together.
Application forms and further particulars from the Clerk to the Governors, Area Education Office, 123 Skeiborough Road, Reigate, Surrey.

POSTS OF RESPONSIBILITY

COMPREHENSIVE
EWELL COUNTY SECONARY
HOME ECONOMICS. Experienced teacher as Head of Department. Scale 3. Telephone 01-397 0671

GUILDFORD, GEORGE ABBOT COUNTY SECONDARY
COUNSELLOR with suitable training to work in close partnership with year tutors and senior staff in this large mixed comprehensive, recently formed by the amalgamation of two well-established single sex schools on the same site, Scale 3. Telephone Guildford 72248.

LEATHERHEAD, Therfield
BOYS' CRAFTS. Teacher required as soon as possible. Scale 2 available for suitable candidate. Temporary Summer Term appointment or. First Appointment considered. Telephone Leatherhead 77681.

REDHILL, ST. BEDE'S (Voluntary Aided—Anglican and Roman Catholic)
RELIGIOUS EDUCATION teacher required Summer Term. Scale 2. In this unique school the syllabus of Religious Education has been agreed by a Commission representing the two Churches. Candidates should be academically well qualified, able to share responsibility for 'O' and 'A' level examinations and be committed members of the Church of England.
Telephone Redhill 63780.

SIXTH FORM COLLEGE
WOKING SIXTH FORM COLLEGE
This new purpose-built College is scheduled to open in September, 1977. Required September: Teacher for CRAFT/DESIGN AND TECHNOLOGY. Scale 2.
Telephone Woking 61181 (Principal-Designate).
Application forms from the Area Education Officer, Lismore, 8 Heathside Road, Woking. To be returned by 15 April, 1977.
Telephone Woking 4311.

SCALE 1 POSTS

COMPREHENSIVE
DORKING, SONDES PLACE
HOME ECONOMICS teacher to take subject to 'A' level. Interest in NEEDLEWORK a recommendation. First Appointments welcomed.
MODERN LANGUAGES. Graduate required. FRENCH to University level, subsidiary SPANISH an advantage. Willingness to help with Language Society and foreign trips welcome.
Telephone Dorking 87337.

GODALMING, RODBOROUGH COUNTY SECONDARY
GEOGRAPHY teacher required September.
Telephone Godalming 26182.

GUILDFORD, GEORGE ABBOT COUNTY SECONDARY
CHEMIST. Graduate preferred to teach throughout school. Large well equipped Science Department. Well established courses to C.S.E., 'O' and 'A' levels. First appointment applications welcomed.
Telephone Guildford 72246.

GUILDFORD, ST. PETER'S AND MERROW GRANGE R.C. SECONDARY
COMMERCIAL STUDIES teacher.
Telephone Guildford 34654.

OXTED COUNTY
PHYSICS teacher required.
Telephone Oxted 2425.

SUNBURY, CARDINAL GODFREY R.C. SECONDARY
DESIGN AND TECHNOLOGY teacher.
Telephone Sunbury 89946.

WALTON-ON-THAMES, RYDENS COUNTY SECONDARY
MATHEMATICS. Teacher for G.M.P., work. Some 'A' level work possible. First appointments welcomed. Telephone Walton 24793.

WEYBRIDGE, FULLBROOK COUNTY SECONDARY
BOYS' P.E. Enthusiastic and well qualified teacher required September. Special interest in BASKETBALL an advantage.
CRAFT. Teacher required September to join lively and well equipped Department of six staff. Telephone Byfleet 49301.

WOKING, HORSELL COUNTY SECONDARY
BIOLOGY. Teacher to take subject throughout the school to CSE and 'O' level. Temporary appointment for Summer Term only. Telephone Woking 70447.

SIXTH FORM COLLEGE
WOKING SIXTH FORM COLLEGE
This new purpose-built College is scheduled to open in September, 1977. Required September: Teacher for CRAFT/DESIGN AND TECHNOLOGY.
Telephone Woking 61181 (Principal-Designate).
Application forms from the Area Education Office, Lismore, 8 Heathside Road, Woking. To be returned by 15 April, 1977.
Further details available from the Head where the telephone number is shown. Application forms available on receipt of a stamped, addressed, foolscap envelope from the County Education Officer, County Hall, Kingston upon Thames, KT1 2DJ.

SECONDARY
Religious Education
continued

NORTH TYNESIDE
(Metropolitan Borough)
EDUCATION COMMITTEE
Marden SIXTH FORM HIGH SCHOOL
Seaton Lane, Hillingworth, Newcastle upon Tyne NE12 6SE
Headmaster: Mr. A. R. King, B.A.
Required for September 1977:
Scale 1 TEACHER of RELIGIOUS EDUCATION to G.C.E. 'O' level. This is a denominational Church of England Sixth Form College located in modern well-equipped buildings in a new town.
Application forms are available on receipt of a stamped addressed envelope from the Headmaster in which they should be returned within two weeks of the appearance of this advertisement.

Science

Heads of Department

BARNET
(London Borough of)
HIGH SCHOOL
Holcombe Road, Hendon, N.W.4.
HEAD of SCIENCE, Comprehensive, mixed 11-18, South London, 1,400 pupils, 100 sixth form, 40 teachers, good equipment, 3 laboratories per science, 2 technicians, 1 technician per 2 teachers, 1 technician per 3 teachers, 1 technician per 4 teachers, 1 technician per 5 teachers, 1 technician per 6 teachers, 1 technician per 7 teachers, 1 technician per 8 teachers, 1 technician per 9 teachers, 1 technician per

North West Essex Area

Rickstones School (Roll 150)

Rickstones Road, Witham

Tel.: Braintree 33773 (c/o Area Education Office)

Heads of Faculties

Scale 4

New purpose-built co-educational comprehensive school opening in September, 1977, with initial entry of 150 pupils. Head of Faculties required in main subject areas to establish and organise major departments.

Maths and Science Faculty
Humanities Faculty
Modern Languages and Communications Faculty
Creative Studies Faculty

Application forms and further particulars (state which post) available from the Headmistress, care of The Area Education Officer, Crossman House, Station Approach, Braintree, Essex.

Essex County Council

Applications are invited for the following appointments in Upper Schools (Mixed Comprehensive 13-18) in the Western Area of the County from September, 1977:

KING EDWARD VI UPPER SCHOOL, BURY ST. EDMUNDS (1,200 on roll)

HEAD of HOME ECONOMICS (Scale 3). The subject is taught to C.S.E., 'O' and 'A' levels. Interest in Needlework would be an advantage.

Teacher of SPANISH (Scale 2). Subject taught to 'O' and 'A' level. The successful candidate will also be expected to share in the teaching of French.

ST. BENEDICT'S CATHOLIC UPPER SCHOOL, BURY ST. EDMUNDS (500 on roll)

HEAD of HISTORY (Scale 3).
Teacher of MATHEMATICS (Scale 1).
Teacher of RELIGIOUS EDUCATION (Scale 1).

GREAT CORNARD UPPER SCHOOL, near SUDBURY (900 on roll)

Scale 1 Teachers of: ENGLISH and DRAMA. Courses in English to 'O' and 'A' levels and Drama to C.S.E. level.
HISTORY. 'O' and 'A' level courses.
FRENCH. Ability to offer History as a second subject an advantage.
Geography.
TECHNICAL STUDIES. Courses to 'A' and C.S.E. levels in Design and Technology 'A' level course.

MILDENHALL UPPER SCHOOL (600 on roll)

Additional staff required when this school will enter its second year of growth:
HEAD of PHYSICS Department (Scale 3).
SENIOR IN CHARGE of MATHEMATICS, and responsible for Computer Studies (Scale 3).
HEAD of DRAMA Department (Scale 2).
HEAD of MUSIC (Scale 2).
HEAD of COMMERCIAL STUDIES (Scale 2).
Assistant CRAFT Teacher (Scale 1). Scale 2 post for suitably qualified and experienced candidate.
Teacher of MATHEMATICS (Scale 1).
Teacher of GIRLS' PHYSICAL EDUCATION (Scale 1).
Teacher of HOME ECONOMICS (Scale 1).
All these posts require a firm commitment to be involved in the rapid development of a new school and applicants with vision and energy are sought.

THURSTON UPPER SCHOOL, near BURY ST. EDMUNDS (1,350 on roll)

Additional staff required owing to an increase in numbers, principally in the Sixth Form:
Scale 1 Teachers of: ENGLISH.
MATHEMATICS.
SCIENCE.
HISTORY (Scale 2 post for a suitably qualified and experienced candidate).
GEOGRAPHY.
MUSIC (please state other subject(s) offered).
PHYSICAL EDUCATION and GAMES.
FRENCH and LATIN.

There are well developed courses to "O" and 'A' and C.S.E. level in all academic subjects.

Possibility of housing accommodation.

Further particulars and application forms (return-able as soon as possible) may be obtained by sending a stamped addressed foolscap envelope to the Head of the School concerned.

Suffolk County Council

Educational Appointments

Male or female required for the following posts:—

DARTON HIGH SCHOOL
Churchfield Lane, Kexbrough, Barnsley
Headteacher: H. Crowther.

Required for September:

Teacher for Religious Studies

throughout this large expanding Comprehensive 11-16 School.

CSE, "O" level and "A" level courses are included in the curriculum. Will be required to assist in the preparation of assemblies.

Required for Easter or September:
Suitably qualified Teacher of Chemistry (with General Science) to join an enthusiastic Science Team in this large, expanding 11-16 Comprehensive School. CSE, "O" level and "A" level courses are included in the curriculum.

Apply by letter to the Headteacher giving full curriculum vitae and two referees.

BARNSLEY
Metropolitan Borough

Education
Sutton Centre Comprehensive School
High Pavement, Sutton-in-Ashfield, Notts.
Headmaster: S. Wilson, M.A.
Mixed: 1,500 in September (11-18)

Required for September in this developing Community School:

Young, enthusiastic teachers who are committed to the Community School ideal and who can teach in at least one of the following subject areas (all posts Scale 1):

The Sciences: Environmental Studies; Rural Studies; Technical Studies; European Studies (Linguist/Geographer); Home Management (Food and Fabric); Communications and Resources; Personal Relationships (with special interest in Religious Education/Beliefs/Careers Guidance); Music; Basic Educational Skills (emphasis on English).

Sutton Centre is one of the country's first purpose-built Community Schools. Joint-use facilities include a Sports Hall; Ice-skating Rink; Theatre; Restaurant and Bars and there is an excellent provision for Adult Education and the Youth and Social Services. A flexible teaching week is already in operation and community involvement is well established.

Further details can be obtained from the Head to whom letters of application should be returned as soon as possible.

Nottinghamshire County Council
County Hall West Bridgford
Nottingham NG2 7QP

London Borough of RICHMOND UPON THAMES

SHENE SCHOOL

(11-16 Mixed Comprehensive—900 pupils opening September, 1977)
Park Avenue, SW14 8RG

Applications are invited for the following posts required from September, 1977:

TEACHER OF ENGLISH—Scale 1 to join Faculty of Language Incorporating departments of English, Modern Languages and Classics. Candidates who have an interest in language development and linguistics preferred.

TEACHER OF MATHEMATICS—Scale 1, within the Faculty of Science and Technology. An interest in curriculum development which emphasises mathematical skills relevant to science and engineering problems whilst retaining a modern approach to mathematical concepts would be an advantage.

TEACHER OF CHEMISTRY/PHYSICAL SCIENCE—Scale 1. Experience with Nuffield type courses and an interest in curriculum development would be an advantage.

TEACHER OF ART/ART CRAFT—Scale 1. Opportunity for 3-dimensional art and design work in new Art block linked to modern multipurpose craft workshops. ARTISTIC DIRECTOR—Scale 3 within the Faculty of Arts, to provide the range of experiences normally associated with departments of drama and music, whilst seeking opportunities for meaningful integration.

Forms (foolscap s.a.a.) and further particulars from Director of Education, Regal House, London Road, Twickenham, TW1 3QB, returnable to the Head Designate at the School by Tuesday, 19th April.

SINFIN COMMUNITY SCHOOL
Fermhouse Road, Derby, DE2 3AR

This new, 11-18, mixed, comprehensive and community school will have 690 pupils in Years 1-5 by September, 1977. Applications are invited from suitably qualified and experienced teachers for a range of posts to cover the next phase of expansion in a school which is developing a range of integrated courses.

Head of Mathematics
Scale 4 (re-advertisement)

Head of Modern Languages
Scale 4

Head of Home Economics
Scale 3

Head of Year
Scale 3 (two posts)

Teachers to be responsible for Geography, Rural Science, Careers (all Scale 2).

A teacher to offer language support to immigrant pupils.

Assistant teachers to offer combinations of the following subjects N.W./Art, T.D./Craft, H.E., Mathematics, possibly Modern Languages.

Applications by letter to the Headmaster with curriculum vitae and quoting two referees (s.a.e. for particulars, please). Closing date 30th March, 1977.

DERBYSHIRE County Council

County of Cleveland

SECONDARY SCHOOLS

All Secondary Schools are mixed Comprehensive Schools.

11-16 SCHOOLS
SECOND MASTER/MISTRESS (GROUP 10)

BROOKSIDE SCHOOL (Roll 702), Marton Road, Middlesbrough, Cleveland, TS4 3RY (Tel.: Middlesbrough 36900)

Required for September, 1977, a SECOND MASTER/MISTRESS. The vacancy arises owing to the retirement of the present Second Mistress. The person appointed will share with the Deputy Head the main teaching management and be responsible for co-ordinating the welfare of the girls.

SCALE 2—MATHEMATICS

SARAH METCALFE SCHOOL (Roll 958), Burns Road, Teesville East, South Gosh, Cleveland, TS6 9AW (Tel.: Eston Grange 86191)

Required for September, 1977, or earlier if possible, a teacher of MATHEMATICS. Experience of teaching pupils of all ages and abilities is essential.

SCALE 2—SCIENCE

THE GRANGE SCHOOL (Roll 1,226), Oxbridge Avenue, Stockton, Cleveland, TS18 4LE (Tel.: Stockton 62311)

Required for September, 1977, a teacher of SCIENCE to teach Combined Science in the early years and one of the main Sciences to 'O' and CSE level.

SIXTH FORM COLLEGE
SCALE 3—HOME ECONOMICS

MARTON SIXTH FORM COLLEGE (Roll 280), Marton Road, Middlesbrough, Cleveland, TS4 3RZ (Tel.: Middlesbrough 35500)

Required for September, 1977, a well qualified teacher to be responsible for HOME ECONOMICS.

Financial assistance with household removal expenses is available in approved cases. Further details and application forms are obtainable from the Head Teachers/Principal at the addresses shown above. Applications by letter should include detailed information regarding education, training, qualifications and experience, together with the names and addresses of three referees.

Letters of application and completed application forms should be submitted direct to the Head Teachers/Principal, within 14 days of the appearance of this advertisement.

SECONDARY
Science
continued

ESSEX

CLACTON COUNTY HIGH SCHOOL (Roll 1,060), Walton Road, Clacton-on-Sea. Tel.: Clacton 24266

PHYSICS
Required in September, or earlier, TEACHER of PHYSICS to teach up to 'A' level.
Closing date for applications 15th April, 1977.

MOULSHAM HIGH SCHOOL (Roll 1,250), Brian Close, Chelmsford. Tel.: Chelmsford 50101

PHYSICS AND BIOLOGY
Required September, 1977, to Junior forms.

SOUTHEND HIGH SCHOOL FOR GIRLS (Roll 750), Southchurch Boulevard, Southend-on-Sea. Tel.: Southend 588602

PHYSICS AND MATHEMATICS
Required in September, to "O" level with "A" level work available. Ability to teach Junior Chemistry an advantage. Newly qualified Graduate considered.

SOUTHEND HIGH SCHOOL (Roll 910), Prittlewell Chase, Southend-on-Sea. Tel.: Ottis 43074

PHYSICS
Required in September, GRADUATE to teach "O" and "A" level in this Year-long entry Grammar School. There are well-equipped laboratories and a large physics hall in form. The post offers to a new entrant mixed teaching experience in an enterprising department.
Application forms and further particulars may be obtained from the Head of the school concerned to whom completed application forms should be returned.

GUILDFORD

ROYAL GRAMMAR SCHOOL (Voluntary Controlled, Selective Independent), 500 Boys; 200 in Sixth Form (Resident in Sixth Form). TEACHER of PHYSICS to teach up to 'A' level in a Physics Department.
The Nuffield approach is used throughout the School, which has a very strong and well-equipped Science Department. Salary (Burnham), plus Outer London Fringe Allowance of £1,250.
Curriculum vitae supported by a letter of application quoting two referees should be submitted as soon as possible to the Headmaster.

HAMPSHIRE

BISHOPSHILL COMPREHENSIVE SCHOOL, Battle Duke Road, Farnborough (Comprehensive Mixed: 11 to 16; number on roll 1,100). Required for September, 1977: BIOLOGY with GENERAL SCIENCE—Scale 1.
Letter of application, together with curriculum vitae, nominating two referees, to the Headmaster.

HAMPSHIRE

SOUTH-EAST AREA
BRAMSHOTT HIGH SCHOOL, Middle Park Way, Leigh Park Havant, Hampshire (Comprehensive mixed, 11 to 16 — 1,350 on roll).
Required for September, 1977: ENGLISH to teach half time (Scale 1) and half time SCIENCE (mainly Biology).
Scale 1.
Standard addressed envelope to the Head for details.
Closing date: 30th April, 1977.

HAMPSHIRE

SOUTH-EAST AREA
WORTHINGTON SCHOOL, Southdown Road, Havant, Hants. (Comprehensive Mixed 11 to 16 — 1,150 on roll).
Required for September, 1977: ENGLISH, to teach up to CSE, "O" level and "A" level, and GENERAL SCIENCE for Junior and middle school. (Two posts.)
Scale 1.
Standard addressed envelope to the Head for details.

HAMPSHIRE

THE WILDERN SCHOOL, Wildern Lane, Hedge End, Southampton, SO3 4LB (11 to 16 Comprehensive Mixed—1,150 on roll).
Required for September, 1977, or earlier if possible, a teacher of MATHEMATICS and GENERAL SCIENCE.
First teaching qualifications welcomed.
Standard addressed envelope to the Head for details.

HERTFORDSHIRE

HUBERT MEADE SCHOOL, Waterbourne Lane, Bushey (Mixed).
Required September, TEACHER of GENERAL SCIENCE. The person appointed will share responsibility with the Head for the timetable in this subject in the lower school. The school has strong departments in all the main curriculum areas. London fringe allowance.
Apply in writing to Headmaster giving curriculum vitae and name of two referees.

HERTFORDSHIRE

COUNTY COUNCIL
ST. ALBANS DIVISION
ROBERTS HALL SECONDARY SCHOOL, Cotton Mill Lane, St. Albans
Required in September for SCIENCE throughout the school, up to 'O' level, including 'O' level Candidates should state their particular specialist subject.
Scale 2 plus fringe allowance.
Apply in writing to the Headmaster giving curriculum vitae and names of two referees.

HERTFORDSHIRE

COUNTY COUNCIL
BARNFIELD COMPREHENSIVE SCHOOL, Lonsdale Road, Stevenage
Required for September, 1977: PHYSICS TEACHER to take charge of the Physics Department. Applicants should be able to teach Physics to all levels.
Scale 2.
Standard addressed envelope to the Head for details.
Closing date: 30th April, 1977.

HERTFORDSHIRE

COUNTY COUNCIL
BARNFIELD COMPREHENSIVE SCHOOL, Lonsdale Road, Stevenage
Required for September, 1977: BIOLOGY TEACHER to take charge of the Biology Department. Applicants should be able to teach Biology to all levels.
Scale 2.
Standard addressed envelope to the Head for details.
Closing date: 30th April, 1977.

HILLINGDON

London Borough of
AUGUSTINE SCHOOL, Clifton Gardens, Hillingdon, Uxbridge (Mixed Comprehensive (Number on roll 1,066 — 95 in Sixth Form).
Head Teacher, J. D. Evans, M.A.
Required for September, 1977 — TEACHER for CHEMISTRY. The school has a very strong Science Department with seven well-equipped laboratories. Chemistry, Physics and Biology are taught to "A" level.
Ability to assist with some Physics or Combined Science would be an advantage.
Application forms from and returnable to the Head Teacher. Please enclose a stamped addressed envelope.
London Allowance payable.
Seventy-five per cent removal expenses and some assistance with accommodation in appropriate cases.

HILLINGDON

London Borough of
SHERNWAY SCHOOL, The Greenway, Uxbridge
Mixed Comprehensive
(Number on roll 873 — 65 in sixth form).
Head Teacher, B. C. Firth M.A., M.Ed.
A TEACHER is required for September, 1977, to teach SCIENCE and APPLIED SCIENCE. Applied Science courses involve considerable courses in Motor Vehicle Studies as well as a course being developed in conjunction with the Head of Science Department. There is a specially equipped Applied Science Laboratory in a new wing containing Science Laboratories and Technical Studies workshops. Newly qualified teachers are invited to apply.
Application forms from and returnable to the Head Teacher. Please enclose a stamped addressed envelope.
London Allowance payable.
Seventy-five per cent removal expenses and some assistance with accommodation in appropriate cases.

ISLE OF WIGHT

COUNTY COUNCIL
SANDOWN HIGH SCHOOL, The Fairway, Sandown, Isle of Wight PO36 9JH
(1,302 on roll).
(13 to 18 mixed comprehensive school).
A well-qualified CHEMIST is required in September, 1977. Nuffield type courses to G.C.E. Ordinary and Advanced levels. Along 3 years, two laboratories are available for group work. Ability to teach Chemistry as well as Science to 'O' level would be an advantage.
Salary Burnham Scale 1, plus London allowance.
Applications immediately to the Headmaster of the school, together with full curriculum vitae and names of three referees.

ISLE OF WIGHT

COUNTY COUNCIL
SANDOWN HIGH SCHOOL, The Fairway, Sandown, Isle of Wight PO36 9JH
(1,302 on roll).
(13-18 mixed comprehensive school).
A well-qualified CHEMIST is required in September, 1977. Nuffield type courses to G.C.E. Ordinary and Advanced levels. Along 3 years, two laboratories are available for group work. Ability to teach Chemistry as well as Science to 'O' level would be an advantage.
Salary Burnham Scale 1, plus London allowance.
Applications immediately to the Headmaster of the school, together with full curriculum vitae and names of three referees.

KENT

THANBROOK SCHOOL
Required for September, ASSISTANT MASTER for GENERAL SCIENCE and BIOLOGY (Mixed, co-educational Voluntary Aided, 11-18, half boarding, 1,100 on roll).
Applicants should be able to teach Science to all levels, including a knowledge of Biology to all levels. Particular attention will be given to the far sighted approach to Science Teaching.
Scale 1.
Apply in writing to the Headmaster, giving full details of qualifications and experience, and to quote three referees.

KENT

THANBROOK SCHOOL
Required for September, ASSISTANT MASTER for GENERAL SCIENCE and BIOLOGY (Mixed, co-educational Voluntary Aided, 11-18, half boarding, 1,100 on roll).
Applicants should be able to teach Science to all levels, including a knowledge of Biology to all levels. Particular attention will be given to the far sighted approach to Science Teaching.
Scale 1.
Apply in writing to the Headmaster, giving full details of qualifications and experience, and to quote three referees.

KENT

COUNTY COUNCIL
THE HOO SCHOOL
Required in September at this Voluntary Aided Comprehensive School of 715 boys, a PHYSICS GRADUATE to teach Physics to all levels. Ability to offer a second subject an advantage. Willingness to assist with games of an out-of-school activity.
Hoo Peninsula.
Apply with full details, to the Headmaster, giving the names of two referees.

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT

THANET DIVISION

HARTSDOWN COUNTY SECONDARY SCHOOL, St. George's Avenue, Margate
(Roll 1,170 girls of 11-18 years).
Required for September, 1977 TEACHER of BIOLOGY with ability to teach initially to "O" level. Scale 2 post according to experience.
A level when school becomes fully comprehensive. Successful applicant will spend some extensive hours in writing two forms; to headmaster, with full details, giving details of curriculum vitae.

SEVENOAKS DIVISION

HEXTABLE SCHOOL, Horton Avenue, Hextable, Kent (London fringe allowance—£150).
Applications are invited for two posts in SCIENCE, Scale 1 as expanding, 1,000 pupils 11-18 mixed comprehensive. Two specialist laboratories, 11 to 16 comprehensive school in a closely knit community. Intake from six form intake are now in their second year.
Combined Science is taught in the first two years, a following combined course to specialist science staff to give the foundations of their own fields and courses of their own scientific disciplines leading to 'O' levels or C.S.E. in International Science.
We are looking for enthusiastic teachers who wish to contribute as part of a school team. An interest in curriculum work would be an advantage.
Applications giving full curriculum vitae and the names of two referees should be addressed to the headmaster, Mr. Hoyle, at the school.

TONBRIDGE & MALLING DIVISION

TAVERSHOE SECONDARY SCHOOL, Tavershoe, Tonbridge TN9 2PH
Required for September, 1977: PART-TIME TEACHER, Remedial, 12 hours, suitable for person interested in teaching BIOLOGY to potentially

C.S.E. and "O" level and MIDFIELD COMBINED SCIENCE in years 1 and 2. The school is well equipped and a full programme of science operates throughout the school.
Details of school and application forms from Headmaster at above address.

MAIDSTONE DIVISION

BENENDEN SCHOOL, Maidstone
Required September, 1977 to join a friendly and expanding Science Department, a TEACHER of GENERAL SCIENCE, Scale 1. The person appointed should be willing to teach boys and girls of all ages and abilities up to G.C.E. and "O" level standard. Preference will be given to candidates who can also offer some assistance with teaching Physics and Chemistry. The post would offer extremely good experience in a well organised department with good facilities in a college leaving.
Application forms and further details from the Headmaster.

TUNBRIDGE WELLS DIVISION

ANGLEY SCHOOL, Cranbrook, Kent (Roll 1,170), Sent Tonbridge Scheme High School.
Required September, 1977, A GRADUATE of SCIENCE, able to teach PHYSICS and CHEMISTRY throughout the school to pupils of all ages and of all abilities up to "O" level, G.C.E. A Ordinary examination standards, including some work with other non-examination pupils.
This is a modern, well-equipped laboratories. An opportunity for newly qualified teachers to join a Science Department as a new school which is still in the formative years of its life.
Applications to Headmaster, giving details of qualifications and experience only, and names and addresses of two referees.

ASHFORD DIVISION

TENTERDEN HOMEWOOD SCHOOL (Voluntary Aided, Mixed, 11-18, 900).
Required in September, an enthusiastic TEACHER of PHYSICS as an interest in SECONDARY SCIENCE, to join a team of seven scientists.
Teaching will be to all abilities up to "O" level, with the exception of a "A" level work later. The school is an expanding comprehensive equipped with Nuffield apparatus, and two new laboratories are in the process of being built.
A full letter of application, including curriculum vitae and naming two referees, should be sent to the Headmaster of the school. Further information will be sent on receipt of a stamped, addressed foolscap envelope.

KINGSTON-UPON-THAMES

(Royal Borough of)
HYNDE SCHOOL, Queen Elizabeth Road, Kingston-upon-Thames KT2 6QX
(A voluntary controlled grammar school of 820 boys 11-18 in the sixth form)
Required in September, a well-qualified young TEACHER to teach BIOLOGY throughout the school, including a share of work in the sixth form, to assist PHYSICS. "O" level "A" and "S" level.
A willingness to assist with coaching rowing, games or other activities would be welcome.
Salary Burnham Scale 1, plus London allowance.
Applications immediately to the Headmaster of the school, together with full curriculum vitae and names of three referees.

LANCASHIRE

Required for September, 1977: A TEACHER for CHEMISTRY to "A" level and some Junior Chemistry.
Apply, giving detailed curriculum vitae and the names of two referees, to the Headmaster, Mr. Hodgkinson, Bacup and Rawtenstall Grammar School, Accrington, Lancashire.

LEICESTERSHIRE

THE OAKHAM COLLEGE
Hightoft Centre, Mr. Leicester
Required for September, 1977
for the Organisation of Secondary Education
Upper 11 to 19
(Roll 1,200)

CHEMISTRY AND COMBINED SCIENCE
Required August

Further details from the Head. Apply immediately, no forms, with full particulars of 10 names and addresses of two referees. (Stamped addressed envelope).

LINCOLNSHIRE

SOUTH PARK HIGH SCHOOL, Lincoln
(Durham Scale 1, £2,565 to £4,005)
(Number on roll 740)
Required in September, 1977, a TEACHER of PHYSICS interested in Combined Science to teach Physics to G.C.E. and to teaching Physics throughout the lower part of the school. Applicants must be able to offer a knowledge of Mathematics or Technical Studies. The school has been changing since 1974 from a former girls' grammar school to a five/six form entry 11-18 coeducational comprehensive school.
Applicants should state if her near future plans may be available.
Application forms may be obtained from the Headmistress, South Park High School, Croft Street, Lincoln, on receipt of a stamped, addressed envelope. Closing date: 30th April, 1977.

NORFOLK

COUNTY COUNCIL
EDUCATION DEPARTMENT
GREAT YARMOUTH GRAMMAR SCHOOL
(On an Roll 730 (mixed), Kitchener Road, Great Yarmouth, Norfolk NR30 4LB)
A GRADUATE TEACHER required for September, 1977, to teach BIOLOGY and to assist with lower school physics. Persons qualified to teach Science generally may apply.
Letters of application quoting the names, addresses and telephone numbers of two referees should be sent to the Head Teacher of the school. Applications will not be acknowledged and successful applicants will be notified only if unless a stamped addressed envelope is attached to the application.

NORFOLK

COUNTY COUNCIL
EDUCATION DEPARTMENT
LONDON SECONDARY SCHOOL (Roll 1,464 girls)
Number on roll 1,464 girls
Hillside Avenue, Lowestoft
Required, A GRADUATE CHEMIST required for September, 1977, to teach Science to G.C.E. and "O" level courses, and willing to teach combined science in lower forms. The school is due to become an all ability comprehensive form entry objectives by sending employees to the Head Teacher. Applications with the Teacher's qualifications and experience should be addressed to the Head Teacher, and should be accompanied by a stamped addressed envelope in which to send offer an interview.

NORFOLK

COUNTY COUNCIL
EDUCATION DEPARTMENT
Required in September, 1977, a well-qualified young GRADUATE to teach BIOLOGY throughout the school, including a share of work in the sixth form to assist PHYSICS "O" level "A" and "S" level.
A willingness to assist with coaching rowing, games or other activities would be welcome.
Salary Burnham Scale 1, plus London allowance.
Applications immediately to the Headmaster of the school, together with full curriculum vitae and names of three referees.

NORFOLK

COUNTY COUNCIL
EDUCATION DEPARTMENT
Required in September, 1977: A TEACHER for CHEMISTRY to "A" level and some Junior Chemistry.
Apply, giving detailed curriculum vitae and the names of two referees, to the Headmaster, Mr. Hodgkinson, Bacup and Rawtenstall Grammar School, Accrington, Lancashire.

NORFOLK

COUNTY COUNCIL
EDUCATION DEPARTMENT
THE GRANGE SCHOOL, Grange Road, Gorleston, Great Yarmouth
Required in September, 1977, a GRADUATE TEACHER of PHYSICS to teach Physics to all levels.
Applicants must be able to teach Science to the Lower Forms.
Salary Burnham Scale 1, plus London allowance.
Applications immediately to the Headmaster of the school, together with full curriculum vitae and names of two referees.

NORFOLK

COUNTY COUNCIL
EDUCATION DEPARTMENT
THE GRANGE SCHOOL, Grange Road, Gorleston, Great Yarmouth
Required in September, 1977, a GRADUATE TEACHER of PHYSICS to teach Physics to all levels.
Applicants must be able to teach Science to the Lower Forms.
Salary Burnham Scale 1, plus London allowance.
Applications immediately to the Headmaster of the school, together with full curriculum vitae and names of two referees.

NORFOLK

COUNTY COUNCIL
EDUCATION DEPARTMENT
Required in September, 1977: A TEACHER for CHEMISTRY to "A" level and some Junior Chemistry.
Apply, giving detailed curriculum vitae and the names of two referees, to the Headmaster, Mr. Hodgkinson, Bacup and Rawtenstall Grammar School, Accrington, Lancashire.

NORFOLK

COUNTY COUNCIL
EDUCATION DEPARTMENT
Required in September, 1977: A TEACHER for CHEMISTRY to "A" level and some Junior Chemistry.
Apply, giving detailed curriculum vitae and the names of two referees, to the Headmaster, Mr. Hodgkinson, Bacup and Rawtenstall Grammar School, Accrington, Lancashire.

NORTHAMPTONSHIRE

HUNTSMAN SCHOOL, Thrapston Road, Finedon, Northamptonshire NN9 7PS
SCIENCE TEACHER (Scale 1) required for September to teach Biology and Combined Science in the lower school.
Huntsman School is a mixed, co-educational school developing as a comprehensive.
Application forms and further details from Headmaster (stamped addressed envelope).

NORTHAMPTONSHIRE

KINGSWOOD SCHOOL, Kettering Road, Corby, Northamptonshire NN18 9NE
Required September, or earlier, well-qualified TEACHER (Scale 1) to play a key role in teaching PHYSICS at all levels in this six-form entry mixed comprehensive school (11 to 18 years).
Application forms and further details from Headmaster (stamped addressed envelope).

NORTHAMPTONSHIRE

LATIMER SCHOOL, Cecil Avenue, Corby, Northamptonshire
Required for September, 1977, a GRADUATE TEACHER of MATHEMATICS and GENERAL SCIENCE in the 11 to 16 mixed 11-18 High School.
Applicants must be able to teach Mathematics to "O" level.
Application forms are available on receipt of a stamped addressed envelope from the Headmaster, to whom they should be returned within two weeks of the appearance of this advertisement.

NORTH TYNESIDE

(Metropolitan Borough of)
EDUCATION COMMITTEE
BENTON SQUARE HIGH SCHOOL
Dudley Lane, Benton Square, Newcastle upon Tyne NE12 6HS
Headmaster: Mr. H. White, B.Sc.
Required for September, 1977: Scale 1 TEACHER for SCIENCE (mainly Physics). (2 posts available). This is a new developing Upper School (11-18) with a mixed age range 13-18.
Graduate teacher of this subject and/or CHEMISTRY. The successful applicant must be able to teach one subject to "A" and "S" level and participate in the other.
The appointment is at Scale 1.
Application forms and further details from Headmaster (stamped addressed envelope).

NORTH TYNESIDE

(Metropolitan Borough of)
EDUCATION COMMITTEE
BENTON SQUARE HIGH SCHOOL
Dudley Lane, Benton Square, Newcastle upon Tyne NE12 6HS
Headmaster: Mr. H. White, B.Sc.
Required for September, 1977: Scale 1 TEACHER for SCIENCE (mainly Physics). (2 posts available). This is a new developing Upper School (11-18) with a mixed age range 13-18.
Graduate teacher of this subject and/or CHEMISTRY. The successful applicant must be able to teach one subject to "A" and "S" level and participate in the other.
The appointment is at Scale 1.
Application forms and further details from Headmaster (stamped addressed envelope).

NORTHAMPTONSHIRE

WESTON FAVELL UPPER SCHOOL, Hopfin Lane, South, Northampton NN3 3ER
Required for September, 1977, at this co-educational comprehensive Upper School (11-18) pupils in the age range 13-18:
(1) Graduate TEACHER of PHYSICS and/or CHEMISTRY. The successful applicant must be able to teach one subject to "A" and "S" level and participate in the other.
The appointment is at Scale 1.
Application forms and further details from Headmaster (stamped addressed envelope).

NORTHAMPTONSHIRE

WESTON FAVELL UPPER SCHOOL, Hopfin Lane, South, Northampton NN3 3ER
Required for September, 1977, at this co-educational comprehensive Upper School (11-18) pupils in the age range 13-18:
(2) Graduate TEACHER of PHYSICAL SCIENCE with General Science to 'O' level (required from September, 1977, to teach classes from the 3rd year onwards). This is a newly re-organised comprehensive school. A willingness to help with school clubs and societies will be an asset. Outer London allowance is payable.
Further details and application forms are available from the Headmaster at the school.

NORTH YORKSHIRE

(County of)
THE JOSEPH ROWNTREE SCHOOL, New Earswick, York YO3 6UZ
(Approximately 1,150 on roll in September)
Required for September, 1977: TEACHER of CHEMISTRY, Scale 1, at the 11 to 16 mixed comprehensive School, situated on a pleasant campus near York. Applicants must be capable of teaching to A-level. Integrated Science courses are used in the first two years. The department is accommodated in recently built laboratories, and a further extension will be completed for completion in 1978. The successful candidate will be expected to contribute to the general development of the school.
Please send stamped addressed envelope for further details to the Headmaster, Joseph Rowntree School, New Earswick, York YO3 6UZ.

REDBRIDGE

(London Borough of)
CLARKS SECONDARY BOYS' SCHOOL, Forthamptons Farm Road, Buckingham, Ilford, Essex.
Head: Mr. E. Edmonds
(Tel.: 01-554 1053)
Suitably qualified temporary TEACHER of BIOLOGY and GENERAL SCIENCE (Scale 1) required for summer term (in this 11 to 16 boys' secondary school) with the possibility of a permanent post from September, 1977. Outer London allowance is payable.
Further details and application forms available from the Headmaster at the school.

REDBRIDGE

(London Borough of)
CLARKS SECONDARY BOYS' SCHOOL, Forthamptons Farm Road, Buckingham, Ilford, Essex.
Telephone: 01-590 1356
Headmaster: J. L. Wadbury, M.Ed., Dip.Th.
Required for September, 1977, at this co-educational comprehensive Upper School (11-18) pupils in the age range 13-18:
(1) Graduate TEACHER of PHYSICS and/or CHEMISTRY. The successful applicant must be able to teach one subject to "A" and "S" level and participate in the other.
The appointment is at Scale 1.
Application forms and further details from Headmaster (stamped addressed envelope).

Royal County of BERKSHIRE

SECONDARY SCHOOL POSTS—Closing date: 18 April 1977.
For September unless indicated otherwise. Application forms and further details from the Head Teacher (large s.a.e., please) except where a full application is indicated. Lodging allowance and removal expenses scheme in operation.

COMMERCIAL SUBJECTS Scale 1

ST. BARTHOLOMEW'S SCHOOL, Andover Road, Newbury RG14 6JP
A teacher of COMMERCIAL SUBJECTS with the ability to teach ENGLISH and related subjects to Junior forms. Sixth Form General Studies are already firmly established and growth in Commerce is inevitable, so there is plenty of scope for initiative and leadership.

ENGLISH Scale 2

TURNPIKE COMPREHENSIVE SCHOOL, Avon Way, Newbury
Well qualified teacher to be second in Department, teaching all age groups and abilities in this 11-18 mixed school with 850 pupils. Should be prepared to develop C.S.E. and "O" level courses, resource material, and have a special interest in creative writing.

ENGLISH Scale 1

ST. BARTHOLOMEW'S SCHOOL, Andover Road, Newbury RG14 6JP
Specialist to share the work of the Department at all levels in this 11-18 comprehensive school, roll 1,620 including 430 in the Sixth Form. The first three years are taught in mixed ability groups with resource material developed by the Department. An enthusiastic candidate is sought who will be able to contribute fully to the area of work. There is a possibility of "O" and "A" level teaching for a suitably qualified candidate who should also be willing to participate fully in extra-curricular activities.

LITTLE HEATH SCHOOL

Little Heath Road, Tilehurst, Reading
Teacher of ENGLISH and ECONOMICS in this expanding 11-18 comprehensive school, roll 1,125. The successful candidate will be expected to teach throughout the school, including "A" level work in both subjects.

GEOGRAPHY Scale 1

HIGHDOWN COMPREHENSIVE SCHOOL, Burley Row, Emmer Green, Reading. Roll 1,500 mixed.
A qualified Graduate to teach throughout the school. Possibility of "A" level work. The school follows the Schools Council Geography 14-18 project. In the Lower School the person appointed will be a member of the Humanities team.

LANGUAGES Scale 4

SHAW HOUSE GIRLS' COMPREHENSIVE SCHOOL, Newbury. Roll 700
HEAD OF DEPARTMENT, FRENCH and GERMAN. These subjects are taught to C.S.E. and "O" level, and there is a growing interest in European Studies. Which it is envisaged will develop with the full co-operation of other departments involved.

LANGUAGES Scale 1

HIGHDOWN COMPREHENSIVE SCHOOL, Burley Row, Emmer Green, Reading. Roll 1,500 mixed.
A qualified Graduate to join the LANGUAGES FACULTY and teach FRENCH and EUROPEAN STUDIES.

THEALE GREEN SCHOOL

Theale, Reading. Roll 1,275 (Sixth Form 200) Two parts in this 7-form entry co-educational school with a house-based pastoral system and a strong Languages Department of 9.

(a) A Graduate to teach LATIN to "O" and "A" levels (approximately half a timetable) with GERMAN and/or FRENCH.
(b) A Graduate teach FRENCH to "A" level. Opportunity for GERMAN or RUSSIAN.
Candidates for both posts should be prepared to play their part in extra-curricular activities.

TURNPIKE COMPREHENSIVE SCHOOL

Avon Way, Newbury
Teacher for FRENCH, together with another Language or Subject if possible in this 11-18 mixed school, roll 850. Work up to G.C.E. and "O" levels.

MATHEMATICS Scale 2

SLOUGH GRAMMAR SCHOOL, Lascelles Road, Slough SL3 7PR (Roll 800 boys. Required immediately or in September, a Graduate to teach MATHEMATICS to "O" and "A" levels. Additional Computer Studies courses under consideration. Scale 2 for suitably qualified and experienced applicant. London Fringe Allowance £150 p.a. Possibility of Council accommodation on approved cases.
Apply in writing to the Head Teacher quoting two referees.

MATHEMATICS Scale 1

TURNPIKE COMPREHENSIVE SCHOOL, Avon Way, Newbury
To join a team of specialist staff teaching mainly Modern Maths in this 11-18 mixed school with 850 pupils. Well developed C.S.E. and "O" level courses.

MUSIC Scale 1

SOUTHLAKE GIRLS' SCHOOL (COMPREHENSIVE), Northumberland Avenue, Reading. Roll 849
Teacher of MUSIC at all levels. It is hoped to appoint a well-qualified teacher who is interested in instrumental work and building up a school orchestra. Candidates are asked to assist in teaching another subject in the Junior School and should state the subject in which they are interested.

PASTORAL Scale 3

THE SULHERNIES SCHOOL, Chequers Way, Woodley, Reading. Roll 1,398
A HEAD OF YEAR. Initially to be in charge of Year 2 and lead a team of Form Tutors. As well as working with other pastoral staff he/she will oversee welfare, discipline and organisation of the year group (219 pupils). A resourceful teacher with good experience and a keen sense of responsibility is required. Please quote ref. WSA 1706.

PHYSICAL EDUCATION Scale 2

TURNPIKE COMPREHENSIVE SCHOOL, Avon Way, Newbury
Teacher P.E. to be in charge of GIRLS' P.E. and second in Department in this 11-18 mixed school, roll 850. Good facilities including new Gymnasium.

PHYSICAL EDUCATION Scale 1

THE SULHERNIES SCHOOL, Chequers Way, Woodley, Reading. Roll 1,398
Enth

Bolton Metropolitan Borough

Required September 1, 1977:—

Head Teacher, Group 7

Little Lever Secondary School

See Secondary Headships.

Teacher Scale 3 (S)

Responsible for careers and audio-visual aids.

Woodside Senior School E.S.N.(M)

Chorley New Road, Bolton

Application forms obtainable from the Director of Education, PO Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW, should be returned to the Head Teacher except where stated, by April 18, 1977.

City of Manchester Education Committee

Unless otherwise stated all posts are available from April, 1977, and application forms, together with further particulars, are available from the Head of the school to whom they should be returned.

HEADSHIP

BIRLEY HIGH SCHOOL, Chichester Road, Hulme, Manchester, M15 5RU
Group 11
Applications are invited for the post of HEAD of this 5-form entry mixed comprehensive school, vacant because of the promotion of the present holder, from 1st September, 1977, or earlier if possible.
Salary: £7,844-£8,568 plus £812 plus G.P.G. allowance.
The school, opened in new buildings in 1967, is situated in the castual area of the City. There are 935 pupils on roll with 51 in the sixth form.
Application forms and further particulars are available from the Chief Education Officer, 152/JFCI, Education Office, Crown Square, Manchester, M60 3BJ, to whom they should be returned by 15 April, 1977.

SCALE 4

NORTH MANCHESTER HIGH SCHOOL FOR GIRLS, Brookdale Road, Moston, Manchester, M10 9QJ
Required from September, 1977: HEAD OF SCIENCE. Well qualified and experienced teacher to co-ordinate the work of the three science departments.
Application forms should be returned as soon as possible.

SCALE 3

NORTH MANCHESTER HIGH SCHOOL FOR GIRLS, Brookdale Road, Moston, Manchester, M10 9QJ
Re-advertisement
Required from September, 1977.
HEAD OF DOMESTIC SCIENCE. The person appointed would lead a department of five. Courses established to "O" and "A" level and C.S.E. Previous applicants remain under consideration.

SCALE 2

BURLEY HEY HIGH SCHOOL, Manal Road, Gorton, Manchester, M18 7GR.
Required for September, 1977:
A well qualified and experienced teacher of PHYSICS, to join an expanding progressive Science department. The teaching will include "O" and "A" level work.
Application forms should be returned as soon as possible.

SCALE 1

CHORLTON HIGH SCHOOL, Corkland Road, Manchester, M21 2XP
(7 form entry 11-16 comprehensive high school)
Required for September, 1977, or earlier if possible: A teacher of ART.
Application forms should be returned as soon as possible.

MOSTON BROOK HIGH SCHOOL FOR GIRLS, Northampton Road, Manchester M10 9BP
Required from September, 1977: Ormonde to teach GERMAN to join the Modern Languages Department of this 1968 purpose built 11-18 all boys comprehensive school of 1100. Some 'A' level work may be available.
German is taught to 'O', 'A' and C.S.E. levels as the first foreign language. French is offered as an option and ability to teach this would be an added qualification. The department enjoy a suite of rooms including language laboratories.
Closing date: 22 April, 1977.

NORTH MANCHESTER HIGH SCHOOL FOR GIRLS, Brookdale Road, Moston, Manchester M10 9QJ
Required from September, 1977:
1. Teacher of GEOGRAPHY.
2. Teacher of FRENCH.
Graduates to share in the teaching of the subjects throughout the school up to "A" level.
Application forms should be returned as soon as possible.

BURLEY HEY HIGH SCHOOL, Manal Road, Gorton, Manchester M18 7GR
Required from September, 1977:
These posts are due to the increase of the number of the pupils at the School, hence the expansions of the departments mentioned below.
2 teachers of MATHEMATICS.
MODERN LANGUAGES teacher to teach mainly FRENCH and some SPANISH.
Teacher of HISTORY to work mainly in the Upper School, 13-16 year old pupils.
Closing date: 29 April.

WHALLEY RANGE HIGH SCHOOL FOR GIRLS, Wilbraham Road, Manchester, M16 8GW
Required from September, 1977, for one year, to teach in the Lower School:
A temporary teacher MATHEMATICS. The post is available because of the secondment of the present holder. A well-qualified person is looked for and an interest in Modern Mathematics is essential.
Application forms should be returned before 28 April.

SPECIAL SCHOOLS

SCALE 1

TEN ACRES SCHOOL, Hagas Street, Newton Heath, Manchester M10 9AE
Required as soon as possible: An experienced INFANT/NURSERY TEACHER, with a special interest in the educational and social needs of handicapped children.
Applicant should be willing to work as part of a team with small groups of children, in the Nursery Assessment Unit.
Special Schools Allowance of £331.
Application forms should be returned immediately.

Assistance with removal expenses given in approved cases for permanent full-time appointments.

SECONDARY
Science continued

RICHMOND UPON THAMES (London Borough of)
Applications are invited for the following posts required from September, 1977:—

ORLEY COURT SCHOOL
11-16 Mixed Comprehensive
Ham Street, Ham, TW10 7HE

SCIENCE (MATHEMATICS TEACHER. Scale 1. required to teach general science with mathematics. Modern mathematics is taught in the school, and some Nuffield Science in the early years.

KING'S COLLEGE SCHOOL
11-18 Comprehensive
750 on roll
Woodway, Teddington, Middlesex, TW1 4RG

TEACHER of BIOLOGY, Scale 1, to CSE and "O" level. The ability to offer Chemistry or Physics in the senior school would be an advantage.
Further particulars obtainable from the Headmaster.

TEDDINGTON BOYS' SCHOOL
11-18 Comprehensive
Green Road, Teddington, TW11 9RJ

SCIENCE TEACHER. Scale 1. REQUIRED COMBINED SCIENCE along with BIOLOGY.

TWICKENHAM GIRLS' SCHOOL
11-16 Comprehensive
Clifden Road, Twickenham, TW1 4LT

PHYSICS TEACHER, Scale 1, in C.S.E. and "O" levels. Prima (Invisecna atomised addressed envelope) to the Director of Recreation, Regal House, London Road, Twickenham, TW1 3QR, returnable in the case of Head Teachers, at the school by Tuesday, 19th April.

ROTHERHAM (Metropolitan Borough of)
DEPARTMENT OF EDUCATION
HAWKSHAW COMPREHENSIVE SCHOOL
11 to 16 Mixed. Approximately 1,000 on roll
Required for September:
TEACHER for GENERAL SCIENCE, Scale 1. With some Environmental Science.
Applications to be returned as soon as possible.
Application forms available from the Principal Recruitment Officer, Education Office, Montgomery Street, Rotherham. Tel. 3191 Ext. 3067.
R. W. Fife, Director of Personnel Resources.

SANDWELL (Metropolitan Borough of)
EDUCATION DEPARTMENT
TRINITY HIGH SCHOOL
Trinity Street, Cradley Heath, Warley, West Midlands.
Required for September, 1977:—
TEACHER of PHYSICAL SCIENCE (Scale 1 post).
This is a temporary, one-year appointment, early Area will include examination work in Physics, ability to offer Chemistry an advantage. The school is still in a period of growth, hence the opportunity of a permanent appointment after one year.
Application forms available from and returnable to the Head Teacher at the School.

SEFTON (Metropolitan Borough of)
EDUCATION COMMITTEE
KING THORNTON HIGH SCHOOL
Searbreck New Road, Southport, Merseyside.
Organised 8 School: 840 boys, 840 girls (comprehensive).
Required for September, 1977:
GRADUATE to teach physics throughout the school. Scale 1.
Apply with curriculum vitae and the names of two referees to the Headmaster by 8th April, 1977.
Further particulars are available from the Headmaster.

SHEFFIELD EDUCATION COMMITTEE
MYERS GROVE SCHOOL
Wood Lane, Sheffield S6 5HO
(11 to 16 on the comprehensive)
Required for September, 1977, a GRADUATE to teach Biology at "O" level and later to have the opportunity of "A" level work.
Scale 1.
Application forms are obtainable from the Headmaster of the school to whom they should be returned as soon as possible.

STAFFORDSHIRE EDUCATION COMMITTEE
CANNOCK CHASE COMPREHENSIVE SCHOOL
Pentridge Bank Road, Rugeley
(Roll: 1,060)
TEACHER of the PHYSICAL SCIENCES (Scale 1) required to assist in the Middle and Lower schools.
Application forms obtainable from and returnable to the Head teacher (stamped addressed envelope).

SUSSEX DAVITT'S COMPREHENSIVE COLLEGE OF FURTHER EDUCATION
(Member of the Conference for Independent Further Education)
(270 mixed)
(a) HEAD of PHYSICS department required for September.
(b) Full-time PHYSICS TUTOR required as soon as possible.
Apply Deputy Principal, Davitt's College, 3 Cavendish Road, Hove, BN3 3QD. Tel. 1 Brighton (0273) 733100.

SUTTON (London Borough of)
SUTTON MANOR HIGH SCHOOL FOR GIRLS
Manor Lane, Sutton, Surrey (01-643 3821)
(800 boys—400 girls)
For September, TEACHER of BIOLOGY for the selective school, to teach "O" and "A" level. Nuffield courses in what mentioned development. Graduate preferred but applications from non-graduates will be considered.
Lowestoft Workshop 2007.
Applications direct to Headmaster, including details of two referees.

WEST SUSSEX THE LITTLEHAMPTON SCHOOL (Littlehampton)
(Mixed 11-18 Comprehensive)
Required September, TEACHER of PHYSICS to take subject to 'A' level. Preference will be given to a teacher with ability to teach Chemistry for suitable candidate. Sussex Education Authority will provide additional resources for the teaching of Physics in accordance with the Authority's policy for a permanent appointment after one year.
Application forms available from and returnable to the Head Teacher at the School.

WILTSHIRE (Borough) SECONDARY SCHOOL
Lawrence Hall, Bradford-on-Avon
High on roll.
HEAD of Scale 1 post required for September, 1977 to teach Combined SCIENCE up to the first three years and Rural and Environmental Science to selected groups. The leader appointed will consider a team of three working in modern laboratories. The Deputy Group Leader of the department is the present holder of the post.
Suggested addressed envelope to the Secretary of the school for application forms.

WILTSHIRE KINGSDOWN SCHOOL
Stratton St. Margaret, near Swindon
(Mixed 11-18 Comprehensive School of 1,182 pupils with a fully comprehensive intake and set in a delightful and easy access in the Cotswolds, the Marlborough Downs and the Upper Thames.
Headmaster, J. E. Kemp, M.A., M.Ed
Required for September, 1977:
TEACHER of PHYSICS and GENERAL SCIENCE, Scale 1, in a lively and popular Science Faculty.
The Authority has a scheme to assist with removal expenses and, if necessary, lodging allowances.
Applications (including stamped addressed envelope) by letter to the Headmaster at the School as soon as possible, stating name, address, telephone number, age, qualifications, experience (including the names, types and ages of the schools), interests and address and telephone number of present or last school or college.

Social Studies

Heads of Department

BRENT (London Borough of)
COPLAND AND KINGSBURY SCHOOL
Cecil Avenue, Wembley HA9 7DX
(Roll 1,100 on 11 to 19, Social Priority School)
Required from September:
HEAD of SOCIAL STUDIES (Scale 2). Well qualified and experienced teacher required to take charge of a flourishing department which includes GCE and "O" level courses in Social Studies and Economy in 5th and 6th Years. Possibility of Figure 'A' Level work.
(b) A well-established community service officer with the Inner London Probation Service, or a person who would be so interested, in teaching Social Studies to less able pupils and an interest in helping to run an established community service club would be so advantageous.
London Allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances.
Candidates should write to the Deputy Head of the School within 7 days giving age, present post, qualifications, experience and references.

DORSET CORFE HILLS UPPER SCHOOL
Corfe Mullen, Wimborne
(Group 10)
Co-educational
Required September, 1977: DEPUTY HEAD OF HUMANITIES FACULTY (Scale 3). Applicants should be well qualified, experienced and able to take responsibility for one of the Faculty's disciplines (Geography, History, Social Studies, Commerce, Religious Education). Preference will be given to a suitably qualified person who is interested in teaching some other disciplines in the initial stages of the school's development.
This is a comprehensive school opened in September, 1974 with 13+ pupils and will expand to 450 pupils this September in the purpose-built premises. The age range will then be 13 to 13. Assistance with removal and legal expenses.
Application forms and further details may be obtained from the Headmaster, on receipt of a foolscap stamped addressed envelope. Corfe Hills School, Kine Street, Wimborne BH21 1PJ.
Closing date 18th April 1977.

Scale 1 Posts

DERBYSHIRE EDUCATION COMMITTEE
LICKS BLOCKS SCHOOL
Morley Road, Chaddesden, Derby.
Required for September, 1977, at this 5-form entry, 11-18 Comprehensive school, a Scale 1 TEACHER of ORIGINAL STUDIES.
The ability to offer Art as a second subject would be an advantage.
Apply by letter to the Headmaster, quoting names and addresses of two referees.

TRAFFORD (Metropolitan Borough of)
EDUCATION COMMITTEE
SALE GRAMMAR SCHOOL FOR GIRLS
(960 girls)
Marsland Road, Sale, Cheshire M33 3NH
Tel.: 061-973 3217
SOCIOLOGY, Scale 1
Required for September, 1977:
(a) A GRADUATE to teach up to "A" level.
Applicants should be prepared to teach Economics to "O" level.
Application forms, available from the Head of the school, should be returned as soon as possible.

Speech and Drama

Other Posts on Scale 2 and above

WOLVERHAMPTON BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for September, 1977:—
VALLEY PARK SCHOOL
Heathmoor Road, Bilston, W.M.
SPEECH AND DRAMA
Scale 2.
Ref. No. 1.
Possible Scale 3 for suitable medical.
An experienced TEACHER is required to be responsible for the teaching of DRAMA throughout the school. Drama teaching is expected to contribute significantly to the development of self confidence and skill in controlled oral expression. Dramatic ability is essential.
Candidates will need to demonstrate a commitment to this exposition and the ability to develop appropriate teaching programmes for all.
Valley Park is a new 11-18 comprehensive school, opening in September with a first year intake only.
Application forms and further details available from the Director of Education, Education Offices, Civic Centre, Wolverhampton, WV1 1RU, to whom they should be returned within 14 days of this advertisement.

Lancashire County Council

CLOSING DATE 21st APRIL 1977

Primary and Special Schools

For application forms send stamped addressed foolscap envelope to Chief Education Officer, P.O. Box 61, County Hall, Preston PR1 8RJ, unless otherwise stated.

Secondary Schools

Forms/further details from and returnable to the Head Teacher at the School, q.v. please.

PRIMARY SCHOOLS

HEADSHIP

TATHAM FELLS C.E. SCHOOL (Controlled) 33 on roll.
September 1, 1977.
Juniors and Infants.
Group 1.

SPECIAL EDUCATION

WHALLEY LANEBIDE, 112 E.S.N.(S) on Roll, Calderstones, Milton Road, Whalley, Blackburn.
September 1, 1977.
DEPUTY HEAD TEACHER, Group 7.
Further details available with application form.

WYREDALE SCHOOL, 40.
September 1, 1977.
HEAVY CRAFTS or SCIENCE or MUSIC an advantage.
Scale 1 (Scale 2 is suitable applicant).

WALTON-LE-DALE, Moor Hey (E.S.N.) (M). Roll 118.
September 1, 1977.
P.E. and Games with senior boys and responsibility for class of 14-year old slow-learning children.
Scale 2(e).

SECONDARY SCHOOLS

DEPUTY HEADSHIPS

OREAVES COUNTY SECONDARY SCHOOL. No. on roll 899 (11-18), Scotforth Road, Lancaster.
September 1, 1977.
Group 8.
Application forms/further details from District Education Officer, 25-30 Guildhall Street, Preston PR1 3US, returnable to the Headmaster.

ST. JOHN FISHER R.C. HIGH SCHOOL (859 on roll), Lawrence Avenue, Preston PR1 4LX.
September 1, 1977.
Group 9.

BURNLEY IVY BANK HIGH SCHOOL, CO-EDUCATIONAL (1,198 pupils, 11-18 years). Byron Street.
September 1, 1977.
SECOND DEPUTY HEAD TEACHER.
Group 11.

HEADS OF DEPARTMENTS

CARR HILL HIGH SCHOOL. No. on roll 1,179 mixed, Royal Avenue Ashburn, Preston
September 1, 1977.
MODERN LANGUAGES.
Scale 4.

CHORLEY PARKLANDS HIGH SCHOOL, 850 mixed (11-18), Southport Road, Chorley.
September 1, 1977.
1. RELIGIOUS STUDIES. Scale 2.
2. GEOGRAPHY, Scale 2.

BURNLEY HIGH SCHOOL (530 Girls, 13-18 years), Kiddrow Lane.
September 1, 1977.
ENGLISH.
Scale 4.

CHORLEY PARKLANDS HIGH SCHOOL, 850 mixed (11-18), Southport Road, Chorley.
September 1, 1977.
HEAD OF UPPER SCHOOL/HOUSEMASTER.
Scale 3/4.

SCALE 2 POSTS AND ABOVE

ALL HALLOWS R.C. HIGH SCHOOL, Crabtree Avenue, Central Drive, Penwortham, Preston PR1 0LM (320).
September, 1977.
HOME ECONOMICS.
Scale 2 for suitable applicant.

ST. AUGUSTINE'S R.C. SECONDARY (800 mixed), Billington, Blackburn, Lancashire BB7 9JA.
September 1, 1977 or before if possible.
In Charge REMEDIAL DEPARTMENT.
Scale 2.

BLACKBURN, WITTON PARK HIGH SCHOOL (1,100 mixed), Sunnar Lane.
September 1, 1977.
Second in charge in English Department.
Responsible for Libraries.
Scale 3.

DARWEN, ST. THOMAS AQUINAS R.C. HIGH (500 mixed), Birch Hall Avenue, Darwen.
September 1, 1977.

FIFTH YEAR TUTOR. R.E. Careers Guidance, Examination organisation.
Scale 3.

SCALE 1 POSTS

Application forms/further details from District Education Officer, 25-30 Guildhall Street, Preston PR1 3US, returnable to the Headmaster.

BURNLEY TOWNELEY HIGH SCHOOL (Roll 1,108, co-educational, 11-15 years), Towneley Holmes.
September 1, 1977.
COMMERCIAL SUBJECTS, including Typewriting.

ST. JOHN FISHER R.C. HIGH SCHOOL (850 on roll), Lawrence Avenue, Preston PR1 4X.
September 1, 1977.
General Subjects, especially Mathematics.

HEYSHAM HIGH SCHOOL. No. on roll 1,243 (11-18), Limes Avenue, Morecambe.
HOME ECONOMICS. Two Posts.
September, 1, 1977.

LEYLAND ST. MARY'S HIGH SCHOOL, 950.
September 1, 1977.
1. WOODWORK.
2. P.E. FOR GIRLS.

ALL HALLOWS R.C. HIGH SCHOOL, Crabtree Avenue, Central Drive, Penwortham, Preston PR1 0LM (320).
September, 1, 1977.
1. WOODWORK (some Metalwork).
2. MATHEMATICS/PHYSICS.
3. FRENCH AND GERMAN.

RHYDDHOS COUNTY HIGH SCHOOL, Haworth Street, Oswaldtwistle. 1,000 on roll, 11-16 mixed, Comprehensive.
November, 1977.
HISTORY.

OUR LADY'S R.C. HIGH SCHOOL, Morecambe Road, Lancaster. 1,190 mixed on roll.
September 1, 1977.
FRENCH and GERMAN to 'O' Level.

HEADS OF SIXTH FORM CENTRE GRADE A TEACHER for Sixth Form Centre, 2 Medical and 2 Medical Supervisory Tutors, Senior Tutor. There is also a Senior Tutor Post for Sixth Form Tutor in charge of Sixth Form Centre. Applicants should be able to offer a form of study-life for inter-school students and Design and Technology. A Diploma is needed for entry into Minor Grade, such as building or engineering craft, or other disciplines in the Design and Technology Department. Preferred Scale 3 for Senior Tutor, Scale 2 suitable for all applicants, Scale 3 desirable. A new, purpose-built Sixth Form Centre is being opened in September, 1977. Suitable applicants for the appointments should be able to work with other staffs in a team approach. Salary is according to Burnham Scales

SECONDARY
Technical Studies
continued

CROYDON
(London Borough of)
ASHBURTON HIGH SCHOOL
Shirley Road, Croydon CR0 8SJ.
Required for September 1977 TECHNICAL STUDIES TEACHER to teach Woodwork, Technical Drawing and Technical Studies. Applicants should be able to teach Technical Studies to the Mode 3 CSE syllabus. Salary according to Burnham Scale. Apply to the Headmaster, enclosing a stamped addressed envelope.

DERBYSHIRE
AMBERGATE SECONDARY SCHOOL
Hawthorn Lane, Ripley, Derbyshire
Required for September 1977 TECHNICAL STUDIES TEACHER to teach Woodwork, Technical Drawing and Technical Studies to the Mode 3 CSE syllabus. Salary according to Burnham Scale. Apply to the Headmaster, enclosing a stamped addressed envelope.

DERBYSHIRE
LONGFORD COMMUNITY SCHOOL
Ashbourne, Derbyshire
Required for September, 1977 TECHNICAL STUDIES TEACHER to teach Woodwork, Technical Drawing and Technical Studies to the Mode 3 CSE syllabus. Salary according to Burnham Scale. Apply to the Headmaster, enclosing a stamped addressed envelope.

DERBYSHIRE
LITTLEOVER COMMUNITY SCHOOL
Derby DE23 7DU
Required for September 1977 TECHNICAL STUDIES TEACHER to teach Woodwork, Technical Drawing and Technical Studies to the Mode 3 CSE syllabus. Salary according to Burnham Scale. Apply to the Headmaster, enclosing a stamped addressed envelope.

DERBYSHIRE
LITTLEOVER COMMUNITY SCHOOL
Derby DE23 7DU
Required for September 1977 TECHNICAL STUDIES TEACHER to teach Woodwork, Technical Drawing and Technical Studies to the Mode 3 CSE syllabus. Salary according to Burnham Scale. Apply to the Headmaster, enclosing a stamped addressed envelope.

DEVON
BRIXHAM COMPREHENSIVE SCHOOL
Brixham, Devon
Required for September 1977 TECHNICAL STUDIES TEACHER to teach Woodwork, Technical Drawing and Technical Studies to the Mode 3 CSE syllabus. Salary according to Burnham Scale. Apply to the Headmaster, enclosing a stamped addressed envelope.

DEVON
BRIXHAM COMPREHENSIVE SCHOOL
Brixham, Devon
Required for September 1977 TECHNICAL STUDIES TEACHER to teach Woodwork, Technical Drawing and Technical Studies to the Mode 3 CSE syllabus. Salary according to Burnham Scale. Apply to the Headmaster, enclosing a stamped addressed envelope.

ESSEX
[illegible]

SPECIAL EDUCATION
Scale 2 Posts
continued

CHDYTON
Croydon Borough of:
SCHOOL PSYCHOLOGICAL SERVICE
Central Centre
Arnold House, Dalton Road
Croydon CR0 2DP
Required September, 1977 — 1 PSYCHOLOGIST, SCALE 2 and ASSISTANT PSYCHOLOGIST
Scale 1 plus Allowance.
Applications invited from suitably qualified and experienced persons to be responsible for the assessment, advice and treatment of children with learning difficulties, emotional and behavioural difficulties, and speech and language difficulties.
Application forms obtainable from the Director of Education at the above address, quoting ref. PSY/2, to be returned within 7 days of this date.

EAST SUSSEX
KENT COUNTY COUNCIL
THE CHARLES ROSS SCHOOL
Hastings
Required from September, 1977, an experienced TEACHER (M/F) skilled in develop and extend the LANGUAGE and LEARNING of Pupils of the LEARNING CLASS. Scale 2/3 and available for candidates with a suitable special school background or similar relevant experience.
Further details by telephoning the Headmaster, Hastings 422501. Applications from Divisional Education Officer, 70 London Road, Hastings.

ROYAL SCHOOL FOR DEAF CHILDREN MARGATE
Required for September, 1977, Scale 2/3, and available for suitable applicant
ASSISTANT TEACHER to work with class of senior mentally handicapped deaf children who have additional hearing difficulties.
Further details and application forms (enclose stamped addressed envelope) from Divisional Education Officer, Kent County Council, Education Office, Ethelbert Road, Margate, Kent.

LINCOLNSHIRE
BOSTON DIVISION
SPENCE INFANTS SCHOOL, LINCOLN
(Scale 2 £5,586 to £6,221)
For September Senior Divisional Peripatetic Remedial Teacher. Experience in education and social work. Experience an advantage.
Essential car allowance for use of own car.
Forms and details from the Divisional Education Officer, County Hall, Boston. Applications to be accompanied by the names of two referees.

LINCOLNSHIRE
BRADFORD SCHOOL AND LINCOLN UNIVERSITY COLLEGE
Boston, Lincs.
Required for September 1977, ASSISTANT TEACHER (M/F) PHYSICAL EDUCATION (Ref. 11/1). The Physical Education Department has excellent facilities including gymnasium, swimming pool, playing fields and swimming pool. All staff are expected to take part in the physical life of school life.
Salary: Burnham Scale Scale 2.
Further details and application forms (please enclose stamped addressed envelope) from the Principal, Bradford School and University College, Boston, Lincs.

MARGATE
ROYAL SCHOOL FOR DEAF CHILDREN MARGATE
Required for September, 1977, Scale 2/3, and available for suitable applicant
ASSISTANT TEACHER to work with class of senior maternally deaf boys who have additional hearing difficulties. The main emphasis will be on work related to the maternally handicapped children.
The appointment will be made on a fixed term, three-year basis, with the post will be graded Main Scale 2.
Application forms and details (stamped addressed envelopes) from Trevor L. Jones, B.A., Acting Education Officer, Civic Centre, Plymouth PL1 2EW. Closing date within 14 days of this date.

GLOUCESTERSHIRE
KINGSWOOD SCHOOL
Hillsleigh Park, Stonehouse, Gloucester
Required TEACHER for September, 1977, to teach a class in the LEAST HANDICAPPED class in established unit for children and young people with learning difficulties. Scale 2 post plus Comprehensive Allowance.
Further details and application forms (stamped addressed envelope) from Headmaster, to whom forms should be returned by April 30th.

GWYNEDD
CARTHEW MELYN SCHOOL
Sychnant Pass, Conwy, Gwynedd
Bodmadoc, Dwyfi Road
A pure of Care Concern.
Applications are invited from experienced and outstanding TEACHERS for a post of special responsibility (scale 2) at this independent special boarding school for twenty four emotionally disturbed boys aged seven to eleven years. Candidates should be sympathetic with and compassionate to children who have failed in the classroom setting and in the ordinary movement of social training for which there is an average duty allowance.
Candidates offering sound general subjects together with one or more of the following subjects: Art, Woodwork, Craft, Building Education, Music, Science, Control Mary Elizabeth Jones, Bodmadoc Principal of the School, Dwyfi Road, Conwy, Gwynedd.

DEVON
COUNTY COUNCIL
NORTH DEVON AREA
Applications are invited from suitably qualified and experienced TEACHERS for the post of ADVISORY TEACHER for the Education of Children in Care.
Salary: Burnham Scales 2 and 3 with London Area Allowance.
Reasonable removal expenses will be reimbursed towards so moving.

DEVON
COUNTY COUNCIL
NORTH DEVON AREA
Applications are invited from suitably qualified and experienced TEACHERS for the post of ADVISORY TEACHER for the Education of Children in Care.
Salary: Burnham Scale 2.
Further details and application forms (stamped addressed envelope) from Divisional Education Officer, Civic Centre, Barnstaple.

DEVON
WEST DEVON AREA
ADVISORY TEACHER FOR PRE-SCHOOL HANDICAPPED CHILDREN
Applications are invited from suitably qualified and experienced TEACHERS for the post of ADVISORY TEACHER FOR PRE-SCHOOL HANDICAPPED CHILDREN WEST DEVON.
Applicants must have experience of working with young handicapped children.
The successful candidate will be required to provide an advisory service as learning specialist to parents of pre-school handicapped children and also to work closely with these parents immediately after a child has been diagnosed. The main emphasis will be on work related to pre-school handicapped children.
The appointment will be made on a fixed term, three-year basis, the post will be graded Main Scale 2.
Application forms and details (stamped addressed envelopes) from Trevor L. Jones, B.A., Acting Education Officer, Civic Centre, Plymouth PL1 2EW. Closing date within 14 days of this date.

NORTHAMPTONSHIRE
FAIRFAX SCHOOL
Corby Hazelmere Weldonborough
Northamptonshire
Required for September, 1977, two TEACHERS (M/F) to work in a special education, preferably with experience of teaching children in a purpose-built day SEN school for about 120 children, with range of ability and aptitude.
Applicants should be interested in working in a purpose-built day school for children who should be stimulated in a pleasant and attractive environment.
Further details by telephoning the Headmaster, Corby 62261.
Applications from Divisional Education Officer, 70 London Road, Kettering.

LINCOLNSHIRE
BOSTON DIVISION
SPENCE INFANTS SCHOOL, LINCOLN
(Scale 2 £5,586 to £6,221)
For September Senior Divisional Peripatetic Remedial Teacher. Experience in education and social work. Experience an advantage.
Essential car allowance for use of own car.
Forms and details from the Divisional Education Officer, County Hall, Boston. Applications to be accompanied by the names of two referees.

DEVON
COUNTY COUNCIL
NORTH DEVON AREA
Applications are invited from suitably qualified and experienced TEACHERS for the post of ADVISORY TEACHER for the Education of Children in Care.
Salary: Burnham Scale 2.
Further details and application forms (please enclose stamped addressed envelope) available from Divisional Education Officer, Barnstaple.

DEVON
WEST DEVON AREA
ADVISORY TEACHER FOR PRE-SCHOOL HANDICAPPED CHILDREN
Applications are invited from suitably qualified and experienced TEACHERS for the post of ADVISORY TEACHER FOR PRE-SCHOOL HANDICAPPED CHILDREN WEST DEVON.
Applicants must have experience of working with young handicapped children.
The successful candidate will be required to provide an advisory service as learning specialist to parents of pre-school handicapped children and also to work closely with these parents immediately after a child has been diagnosed. The main emphasis will be on work related to pre-school handicapped children.
The appointment will be made on a fixed term, three-year basis, the post will be graded Main Scale 2.
Application forms and details (stamped addressed envelopes) from Trevor L. Jones, B.A., Acting Education Officer, Civic Centre, Plymouth PL1 2EW. Closing date within 14 days of this date.

NORTHAMPTONSHIRE
FAIRFAX SCHOOL
Corby Hazelmere Weldonborough
Northamptonshire
Required for September, 1977, two TEACHERS (M/F) to work in a special education, preferably with experience of teaching children in a purpose-built day SEN school for about 120 children, with range of ability and aptitude.
Applicants should be interested in working in a purpose-built day school for children who should be stimulated in a pleasant and attractive environment.
Further details by telephoning the Headmaster, Corby 62261.
Applications from Divisional Education Officer, 70 London Road, Kettering.

NORTHAMPTONSHIRE
FERNANDEZ EMERGENCY STAFF
Experienced TEACHER required to work with Emergency Staff. Emergency Staff from September, 1977, for one or short periods in order to provide a service to students appointed will serve mainly in special schools and experience in this field would be an advantage.
The post is temporary for one year during secondment or prospect appointment.
Salary up to Scale 3 (special school allowance) according to experience and qualifications.
Applications in accordance with the authority's scheme.
Assistance with removal expenses in approved cases.
Application forms from County Education Officer, Northampton House, Cliftonville, Northampton NN1 5BU (Ref. MISH) (Stamped envelope).

NORTHAMPTONSHIRE
FAIRFAX SCHOOL
Corby Hazelmere Weldonborough
Northamptonshire
Required for September, 1977, two TEACHERS (M/F) to work with class of senior maternally deaf boys who have additional learning difficulties.
Further details and application forms (enclose stamped addressed envelope) from Divisional Education Officer, Kettering.

NORTHAMPTONSHIRE
FAIRFAX SCHOOL
Corby Hazelmere Weldonborough
Northamptonshire
Required for September, 1977, two TEACHERS (M/F) to work with class of senior maternally deaf boys who have additional learning difficulties.
The main emphasis will be on work related to maternally handicapped children.
The appointment will be made on a fixed term, three-year basis, the post will be graded Main Scale 2.
Application forms and details (stamped addressed envelopes) from Divisional Education Officer, Kettering.

NORTHAMPTONSHIRE
FAIRFAX SCHOOL
Corby Hazelmere Weldonborough
Northamptonshire
Required for September, 1977, two TEACHERS (M/F) to work in a special education, preferably with experience of teaching children in a purpose-built day SEN school for about 120 children, with range of ability and aptitude.
Applicants should be interested in working in a purpose-built day school for children who should be stimulated in a pleasant and attractive environment.
Further details by telephoning the Headmaster, Corby 62261.
Applications from Divisional Education Officer, 70 London Road, Kettering.

WEST SUSSEX
NORTH EASTERN AREA
HORSHAM WOOD SCHOOL (E.S.N.(M))
Hield, Crawley
(90 places (five to 16-plus) bi-divisional)
Required September, 1977, ASSISTANT for BASIC SUBJECTS, with ability to contribute to senior boys' Physical Activities and other extra curricular studies and Activities. Experience in special or remedial education essential.
Favourable housing scheme. Outer Fringe Area Allowance.
Form and details from Education Officer, Girls Park Place, Horsham Road, Crawley, Sussex, on receipt of foolscap stamped addressed envelope.

WOLVERHAMPTON
COUNTY BOROUGH
EDUCATION COMMITTEE
BENTLEY SCHOOL (E.S.N.)
Bentley Road, Willenhall
REQUIRED SENIOR TEACHER OF DEAFENING IMPAIRED CHILDREN
Scale 2 plus Special Class Allowance, the teacher will be based at the Specialist Secondary Unit, Appropriate qualifications, experience and interest in secondary school hearing impaired children would be an advantage.
Application forms and further details available from the Director of Education, Education Office, Lichfield Street, Wolverhampton WV1 4DR, to whom they should be returned within 10 days of this advertisement. (Stamped addressed envelope please.)

Scale 1 Posts

BRADFORD (City of)
METROPOLITAN COUNCIL
FAIRFAX SCHOOL
Home for Physically Handicapped Pupils with learning difficulties. Scale 1 plus Social Priority Allowance.
Fairfax School is a Community Comprehensive School for Physically Handicapped pupils.
Designed for the purpose it has recently been adapted to service the needs of an ever increasing number of pupils, some of whom follow the main school curriculum, according to their individual physical and educational abilities.
Fairfax School is available for an exceptional TEACHER to be responsible for planning and implementing a programme of work for physically handicapped pupils with special learning difficulties.
Applicants should have had experience of working with slow learners children, or special schools and awareness of the aims of Middle School will be an advantage.
The person appointed will be expected to take a share of the pastoral work in the school and play a full part in the life of the school.
Programme will be an advantage.
Scale 2/1 (Scale 1 if suitable qualified or experienced applicant) according to age, qualifications and experience.
Application forms and further details from Headmaster (stamped addressed envelope).

NORTHAMPTONSHIRE
Alderwood School
Berrister, Southampton
Requires Scale 1 full-time teacher from September, 1977, to teach Pupils with Learning Difficulties.
Applicants should have experience of working with adolescents who have difficulties in Home Economics and be able to contribute to the needs of deprived children.
Applicants are expected to be a specialist in Home Economics and to have a particular interest in the needs of deprived children.
Involvement in residential duties would be an advantage.
Additional payment will be made for the additional responsibility.
Further details and application forms (stamped addressed envelope) from Headmaster.

SUNDERLAND
(Borough of)
EDUCATION DEPARTMENT
BARNWELL PRIMARY SPECIAL SCHOOL
Scale 1 Post
Required for September, 1977, or earlier, a TEACHER of TECHNICAL SKILLS, Scale 1, possibly Scale 2 if suitably qualified and experienced teacher of woodwork, metalwork and other crafts. This is a new purpose-built school for physically handicapped children which is opening in May. Please state letter of application which can be supplied.
Application forms, obtainable from the Director of Education, at the address shown below, on receipt of a stamped addressed foolscap envelope to be returned to him within April 1977.
Removal expenses and temporary lodging allowance may be granted in appropriate circumstances.
Mrs. Ruth Hodge, Chief Executive, Town Hall & Civic Centre, Sunderland SR2 7DN.

WEST SUSSEX
NORTH EASTERN AREA
HORSHAM WOOD SCHOOL (E.S.N.(M))
Hield, Crawley
(90 places (five to 16-plus) bi-divisional)
Required September, 1977, ASSISTANT for BASIC SUBJECTS, with ability to contribute to senior boys' Physical Activities and other extra curricular studies and Activities. Experience in special or remedial education essential.
Favourable housing scheme. Outer Fringe Area Allowance.
Form and details from Education Officer, Girls Park Place, Horsham Road, Crawley, Sussex, on receipt of foolscap stamped addressed envelope.

WOLVERHAMPTON
COUNTY BOROUGH
EDUCATION COMMITTEE
BENTLEY SCHOOL (E.S.N.)
Bentley Road, Willenhall
REQUIRED SENIOR TEACHER OF DEAFENING IMPAIRED CHILDREN
Scale 2 plus Special Class Allowance, the teacher will be based at the Specialist Secondary Unit. Appropriate qualifications, experience and interest in secondary school hearing impaired children would be an advantage.
Application forms and further details available from the Director of Education, Education Office, Lichfield Street, Wolverhampton WV1 4DR, to whom they should be returned within 10 days of this advertisement. (Stamped addressed envelope please.)

HILLINGDON
(London Borough of)
HIGHWOOD SCHOOL (E.S.N.(M))
Raymond Road, Hayes UB3 3NW
Headteacher: C. O. Uren, B.Sc.
Required for September, 1977, a TEACHER (M/F) to teach Pupils with Learning Difficulties (E.S.N.(M)) School (Age range 11-16 years). Applicants should be qualified teachers with experience of teaching in a Special School and be able to contribute to the needs of an 11-16 mixed ability secondary school.
Scale 2 plus Special Schools Allowance.
Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex UB8 1UW (Uxbridge 50111 Ext. 3468/9) to whom they should be returned as soon as possible.
London Allowance Payable.

HILLINGDON
(London Borough of)
HIGHWOOD SCHOOL (E.S.N.(M))
Raymond Road, Hayes UB3 3NW
Headteacher: C. O. Uren, B.Sc.
Required for September, 1977, a TEACHER (M/F) to teach Pupils with Learning Difficulties (E.S.N.(M)) School (Age range 11-16 years). Applicants should be qualified teachers with experience of teaching in a Special School and be able to contribute to the needs of an 11-16 mixed ability secondary school.
Scale 2 plus Special Schools Allowance.
Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex UB8 1UW (Uxbridge 50111 Ext. 3468/9) to whom they should be returned as soon as possible.
London Allowance Payable.
To pay car and removal expenses and some assistance with accommodation in appropriate cases.

HILLINGDON
(London Borough of)
HIGHWOOD SCHOOL (E.S.N.(M))
Raymond Road, Hayes UB3 3NW
Headteacher: C. O. Uren, B.Sc.
Required for September, 1977, a TEACHER (M/F) for Art and Craft (E.S.N.(M)) School (Age range 11-16 years). Applicants should be qualified teachers with experience of teaching in a Special School and be able to contribute to the needs of an 11-16 mixed ability secondary school.
Scale 2 plus Special Schools Allowance.
Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex UB8 1UW (Uxbridge 50111 Ext. 3468/9) to whom they should be returned as soon as possible.
To pay car and removal expenses and some assistance with accommodation in appropriate cases.

HILLINGDON
(London Borough of)
HIGHWOOD SCHOOL (E.S.N.(M))
Raymond Road, Hayes UB3 3NW
Headteacher: C. O. Uren, B.Sc.
Required for September, 1977, a TEACHER (M/F) for Drama (E.S.N.(M)) School (Age range 11-16 years). Applicants should be qualified teachers with experience of teaching in a Special School and be able to contribute to the needs of an 11-16 mixed ability secondary school.
Scale 2 plus Special Schools Allowance.
Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex UB8 1UW (Uxbridge 50111 Ext. 3468/9) to whom they should be returned as soon as possible.
London Allowance Payable.

HILLINGDON
(London Borough of)
HIGHWOOD SCHOOL (E.S.N.(M))
Raymond Road, Hayes UB3 3NW
Headteacher: C. O. Uren, B.Sc.
Required for September, 1977, a TEACHER (M/F) for Boarding (E.S.N.(M)) School (Age range 11-16 years). Applicants should be qualified teachers with experience of teaching in a Special School and be able to contribute to the needs of an 11-16 mixed ability secondary school.
Scale 2 plus Special Schools Allowance.
Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex UB8 1UW (Uxbridge 50111 Ext. 3468/9) to whom they should be returned as soon as possible.
London Allowance Payable.

HAVERING
(London Borough of)
COMMISSION DEPARTMENT
HAVERING SCHOOL
Nevill Road, Hornchurch
Required September, 1977, ASSISTANT TEACHER to take responsibility for development of Leisure Pursuits. Applicants should have experience of working with adolescents with the needs of deprived children.
Involvement in residential duties would be an advantage.
Additional payment will be made for the additional responsibility.
Further details and application forms (stamped addressed envelope) from Headteacher.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SEVENOAKS DIVISION
HARTSLEA PLACE SCHOOL
Church Road, Halstead, Sevenoaks, Kent.
Required for September 1977 Headteacher (Ref. 1/1) to take charge of E.S.N. (M) class. An additional allowance is payable. The person appointed will be responsible for individual curriculum studies of 15 hours per week.
Applications in Head Teacher, Hartslea Place School, Church Road, Halstead, Sevenoaks, Kent.

ASHFORD DIVISION
ASHFORD WILLESBORO SCHOOL (E.S.N.(M))
Hythe Road, Ashford
(Scale 1/2)
Required September, 1977 TEACHER (M/F) to teach Pupils with Learning Difficulties (E.S.N.(M)) School. Ability to contribute to the needs of an 11-16 mixed ability secondary school.
Application forms and further particulars from Director of Education, County Hall, Maidstone, Kent ME14 1XQ. Telephone: (0622) 671411 Ext. 2449 (to be returned by 4th April 1977).

DEVON
DEVON AND EXETER HOSPITALS
BOVEY
WANCH HOUSE SCHOOL
Bovey Heath, Bovey Tracey, Devon
Telephone: Lustleigh 60333
Required September, 1977: TEACHER to be responsible for a small group of children called up to 16, with various handicaps, physical, emotional and failing in the field would be beneficial.
Burnham Scale plus Special Schools Allowance. Responsibility Scale 2/3 and for suitable qualified and experienced teacher.
Applicants should be interested in working in a purpose-built day school for children who should be stimulated in a pleasant and attractive environment.
Further details and application forms from the Director of Education, Civic Centre, Exeter. Education Office, Exeter EX1 1JG (Ref. 3468/9) to whom they should be returned as soon as possible.
Sponsored Accommodation Available.

HILLINGDON
(London Borough of)
HIGHWOOD SCHOOL (E.S.N.(M))
Raymond Road, Hayes UB3 3NW
Headteacher: C. O. Uren, B.Sc.
Required for September, 1977, an Assistant Teacher (M/F) (Maternity) and also Supply Teacher (Ref. 1/1) to teach Pupils with Learning Difficulties (E.S.N.(M)) School (Age range 11-16 years). Applicants should be qualified teachers with experience of teaching in a Special School and be able to contribute to the needs of an 11-16 mixed ability secondary school.
Scale 2 plus Special Schools Allowance.
Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex UB8 1UW (Uxbridge 50111 Ext. 3468/9) to whom they should be returned as soon as possible.
London Allowance Payable.

HAVERING
(London Borough of)
COMMISSION DEPARTMENT
HAVERING SCHOOL
Nevill Road, Hornchurch
Required September, 1977, or earlier, a TEACHER of TECHNICAL SKILLS, Scale 1, possibly Scale 2 if suitably qualified and experienced teacher of woodwork, metalwork and other crafts. This is a new purpose-built school for physically handicapped children which is opening in May. Please state letter of application which can be supplied.
Application forms, obtainable from the Director of Education, at the address shown below, on receipt of a stamped addressed foolscap envelope to be returned to him within April 1977.
Removal expenses and temporary lodging allowance may be granted in appropriate circumstances.
Mrs. Ruth Hodge, Chief Executive, Town Hall & Civic Centre, Sunderland SR2 7DN.

WEST SUSSEX
NORTH EASTERN AREA
HORSHAM WOOD SCHOOL (E.S.N.(M))
Hield, Crawley
(90 places (five to 16-plus) bi-divisional)
Required September, 1977, ASSISTANT for BASIC SUBJECTS, with ability to contribute to senior boys' Physical Activities and other extra curricular studies and Activities. Experience in special or remedial education essential.
Favourable housing scheme. Outer Fringe Area Allowance.
Form and details from Education Officer, Girls Park Place, Horsham Road, Crawley, Sussex, on receipt of foolscap stamped addressed envelope.

WOLVERHAMPTON
COUNTY BOROUGH
EDUCATION COMMITTEE
BENTLEY SCHOOL (E.S.N.)
Bentley Road, Willenhall
REQUIRED SENIOR TEACHER OF DEAFENING IMPAIRED CHILDREN
Scale 2 plus Special Class Allowance, the teacher will be based at the Specialist Secondary Unit. Appropriate qualifications, experience and interest in secondary school hearing impaired children would be an advantage.
Application forms and further details available from the Director of Education, Education Office, Lichfield Street, Wolverhampton WV1 4DR, to whom they should be returned within 10 days of this advertisement. (Stamped addressed envelope please.)

Independent Schools
Headships

OXFORD
HEADMASTER sought from September, 1977, for boarding school near Oxford which prepares pupils for Public Schools and for entry to Universities.
This challenging post requires an ALREADY SUCCESSFUL TEACHER OF OUTSTANDING PROMISE with ability, with successful teaching experience in the school, to lead the Academic Staff in the E.S.C.
He will should be able to contribute to the life of the school outside the classroom.
Applications, in writing only, with names of referees to Wykeham Trust, Winchester, Hampshire.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SEVENOAKS DIVISION
HARTSLEA PLACE SCHOOL
Church Road, Halstead, Sevenoaks, Kent.
Required for September 1977 Headteacher (Ref. 1/1) to take charge of E.S.N. (M) class. An additional allowance is payable. The person appointed will be responsible for individual curriculum studies of 15 hours per week.
Applications in Head Teacher, Hartslea Place School, Church Road, Halstead, Sevenoaks, Kent.

ASHFORD DIVISION
ASHFORD WILLESBORO SCHOOL (E.S.N.(M))
Hythe Road, Ashford
(Scale 1/2)
Required September, 1977 TEACHER (M/F) to teach Pupils with Learning Difficulties (E.S.N.(M)) School. For maintenance of two senior boys.
Ability to take Health Education as subject in Secondary Modern Comprehensive School, with ability to contribute to the needs of an 11-16 mixed ability secondary school.
Application forms and further particulars from Director of Education, County Hall, Maidstone, Kent ME14 1XQ. Telephone: (0622) 671411 Ext. 2449 (to be returned by 4th April 1977).

LINCOLNSHIRE
BOSTON DIVISION
SPENCE INFANTS SCHOOL, LINCOLN
(Scale 2 £5,586 to £6,221)
For September Senior Divisional Peripatetic Remedial Teacher. Experience in education and social work. Experience an advantage.
Essential car allowance for use of own car.
Forms and details from the Divisional Education Officer, County Hall, Boston. Applications to be accompanied by the names of two referees.

DEVON
DEVON AND EXETER HOSPITALS
BOVEY
WANCH HOUSE SCHOOL
Bovey Heath, Bovey Tracey, Devon
Telephone: Lustleigh 60333
Required September, 1977: TEACHER to be responsible for a small group of children called up to 16, with various handicaps, physical, emotional and failing in the field would be beneficial.
Burnham Scale plus Special Schools Allowance. Responsibility Scale 2/3 and for suitable qualified and experienced teacher.
Applicants should be interested in working in a purpose-built day school for children who should be stimulated in a pleasant and attractive environment.
Further details and application forms from the Director of Education, Civic Centre, Exeter. Education Office, Exeter EX1 1JG (Ref. 3468/9) to whom they should be returned as soon as possible.
Sponsored Accommodation Available.

LINCOLNSHIRE
BOSTON SCHOOL AND COMMUNITY COLLEGE
Wainfleet Road, Boston
ASSISTANT TEACHER
Burnham Scale (£4,290 to £4,866 plus Special Schools Allowance
Required for September, 1977, a suitably qualified second member of staff to be responsible for boys and girls aged 11 to 14. All staff are expected to take a full part in the pastoral life of school life.
Further details and application forms from the Principal, Boston School and Community College, Boston, Lincs. (Ref. 1/1) on receipt of stamped addressed envelope.
Closing date 4th April, 1977.

MERSEYSIDE
LIVERPOOL S.W. LANCS. SOCIETY FOR AUTISTIC CHILDREN
HEATHBURN SCHOOL
Liverpool
Due to forthcoming retirement, applications are invited for the post of ASSISTANT TEACHER (Ref. 1/1) to take charge of a small group of young children in a mixed group of boys and girls aged 11 to 14.
Applicants should be interested in working with children with autistic tendencies.
ASSISTANT TEACHERS (Scale 1/2) ASSISTANT TEACHERS (unqualified)
ASSISTANT HOUSEPARENTS (residential)
There is an additional allowance for one of the Assistant Teachers (Ref. 1/1).
Commencing June, 1977.
Experience of working with children and care of mentally-handicapped children would be an advantage but not essential.
Applications to the Principal, 29 Grove Road, Southport, Merseyside PR9 0QU.

NORTHAMPTONSHIRE
KINGSLEY SCHOOL
Church Lane, Kingsley, Northants NN6 8AZ
Required for one year, starting early from September, 1977, due to illness, a suitably qualified member of staff, a qualified TEACHER, Scale 1, to take charge of a class of children aged 11 to 14 years with various handicaps.
This is a school for physically handicapped children, aged 5 to 16 years, and the main handicaps are Spina Bifida and Cerebral Palsy.
Number on roll 50 with 30 in school.
Application forms and further details from the Headmaster (stamped addressed envelope).

NORTHAMPTONSHIRE
WHITELEY SCHOOL
Grosvenor Way, Potton, Northampton NN2 7AD
Required for September, 1977, HANDICRAFT TEACHER, temporary post for one year only. Position in school for E.S.N. (M) boys. An additional allowance is payable. The person appointed will be responsible for individual curriculum studies of 15 hours per week.
Applications in Head Teacher, Whiteley School, Potton, Northampton NN2 7AD.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH NOTTINGHAMSHIRE COLLEGE OF THERAPY
Elizabethan Hall
Carlton Road, Worksop, Nottinghamshire S81 7HP
Required 1st September, 1977
LECTURER, Grade 1, for the education and training of handicapped blind people.

Deputy Headships
Senior Masters/ Mistresses

KENT
CHATHAM HALL
Kent
25 miles Central London
BOARDING SCHOOL
Chatham Hall is an independent girls' day school for boarders in the sixth form. It was founded in 1894. It is International and Interdenominational. Lunch is optional and the school has a good academic record, plus full and extensive extra-curricular activities.
Applications are invited for the post of Deputy Headmistress from January, 1978. The post fully involves teaching to examination level, with some extra-curricular responsibilities. Salary according to qualifications and experience. Assistance with removal expenses. Sabbatical after 7 years. Sabbatical after 7 years.
Applications, with full details of qualifications and experience, to the Headmistress, Chatham Hall, Chatham, Kent ME4 6AR.

LONDON, S.E.12
COLLS SCHOOL
Trustee: The Worshipful Company of Haberdashers' Aske's
Founded 1695
Independent, day boys
Systematic and well-organised GRADUATE wanted for September 1977 to teach Mathematics to Pupils in the Lower School.
Applicants should be interested in working in a small, well-ordered, but not rigid, environment and who have the ability to contribute to the life of the school in other ways, for example in Games and Outdoor Pursuits.
Salary according to Burnham and Teachers' Scales.
Further details and application forms from the Headmaster.

By Subject Classification

Art and Design
Heads of Department

DORSET
ABBEY SCHOOL
Required for September a TEACHER to take charge of the ART Department and to teach Art and Craft throughout the School, Boys and Girls, up to 16 years. Applicants should be interested in working in a small Independent Co-Ed School.
Salary according to Burnham Scale.
Further details and application forms from the Headmaster.

DEVON
DARTMOUTH ACADEMY
Dartmouth
Required for September, 1977, a suitably qualified and experienced teacher of Art and Craft to teach Pupils with Learning Difficulties (E.S.N.(M)) School (Age range 11-16 years). Applicants should be able to contribute to the needs of an 11-16 mixed ability secondary school.
Scale 2 plus Special Schools Allowance.
Application forms from the Director of Education, Civic Centre, Exeter. Education Office, Exeter EX1 1JG (Ref. 3468/9) to whom they should be returned as soon as possible.
Sponsored Accommodation Available.
To pay removal expenses and some assistance with accommodation in appropriate cases.

READING
THE ABBEY SCHOOL
Direct Grant boarding Independent Day School for girls, aged 11-18.
Required for September, 1977, GRADUATE to teach Art throughout the School to Advanced level.
Applications should be sent immediately to the Headmistress.

Classics
Heads of Department

BERKSHIRE
LEIGHTON PARK SCHOOL
Reading
Mainly boarding: 300 boys 33-18; 150 boarding places in Sixth Form.
GRADUATE required to September, 1977, to assume responsibility for Classics, to teach Classics to Sixth Form, to teach Latin or Classics to Lower Form, and to help run games. Salary according to qualifications and experience. Single or married accommodation available and opportunity for medical treatment.
Further details from, or application form from, the Headmaster.

DEVONSHIRE
BLUNDELL'S SCHOOL
Tiverton
Independent boarding. 15 plus in A Sixth Form with Tutorial Sixth. Approximately 500 boys.
Required for September 1977 Head of Classics, to teach Classics to Sixth Form and to take responsibility for Classics throughout the School.
Applicants should be able to contribute to the life of the School and be able to run games.
Applications in Head Master, Blundell's School, Tiverton, Devon.

HERTFORDSHIRE
BISHOP'S STORTFORD COLLEGE
Hockerill Anglo-European College
Required for September, 1977, a GRADUATE to share in the teaching of Classics to Sixth Form students.
The successful applicant will be required to share in the boarding duties and to take part in the life of the College.
Salary according to Burnham Scale.
Further details and application forms from the Principal.

CUMBRIA
CARLISLE SCHOOL
Carlisle
Independent Boarding and Day School for girls, aged 11-18.
Required for September, 1977, a GRADUATE to teach Classics throughout the School.
Applications in Headmistress, Carlisle School, Carlisle.

GLASGOW
HIGH SCHOOL
High Girls' School, 1414
24 Dowanhill Gardens, G11 5QG
MASTERS
Required for August, 1977, a QUALIFIED TEACHER of CLASSICS to teach Classics throughout the School.
Applicants should be graduates with Honours in Classics and be able to teach Classics to Advanced Level.
Salary according to Scale.
Apply in writing giving full details of qualifications, to the Headmaster, High School, Dowanhill Gardens, Glasgow.

HAMPSHIRE
ARCHBISHOP LAMBERT SCHOOL
Required for September, 1977, a GRADUATE with an honours degree in Classics, to teach Classics to Sixth Form students.
Applications in Headmaster, Archbishop Lamberts School, Fareham.

HEREFORD
HEREFORD CATHEDRAL SCHOOL
Required for September, 1977, a GRADUATE to teach Classics to Pupils in the Sixth Form.
Apply in Headmaster, 1 Castle Street, Hereford.

ILLINGTON
ST. ANDREW'S THE SCHOOL FOR HEAD OF MANY
Illington Court, The Lime Lane, Illington, Norfolk
Required for September, 1977, a GRADUATE to teach Classics to Pupils in the Sixth Form.
Applications in Headmaster, Illington Court, The Lime Lane, Illington, Norfolk.

LANCASHIRE
LANCASTER HOUSE SCHOOL
Heysham Lancs.
Independent Co-ed Day School
Required for September, 1977, GRADUATE to teach Classics throughout the School.
Applications in Headmaster, Lancaster House School, Heysham, Lancs.

LONDON E.C.4
CITY OF LONDON SCHOOL
Required for September, a GRADUATE SCIENCE GRADUATE in ECONOMICS, to take charge of a small group of boys, 1 of 2 boys with the Head of Classics.
Applicants should be able to contribute to the life of the School.
Salary according to Burnham Scale.
Further details of the post, to the Schools Clerk, Clerk's Office, City of London School, Queen Victoria Street, London EC4V 3XL.

MANCHESTER, M16
WILLIAM HULME'S GRAMMAR SCHOOL
Independent HALF.
Required for September, well qualified GRADUATE to teach Classics throughout the School to Advanced Level. Experience desirable.
An interest in games would be an advantage.
Applications in Headmaster, William Hulme's Grammar School, Manchester.

NORFOLK
NORWICH SCHOOL
Independent Day School for Boys, aged 11-18.
Required for September, 1977, a GRADUATE to teach Classics throughout the School to Advanced Level.
Applications in Headmaster, Norwich School, Norfolk.

SURREY
CHRISTS HOSPITAL
Horsham
Independent Boarding and Day School for girls, aged 11-18.
Required for April or September, 1977, a GRADUATE to teach Classics throughout the School.
Applications in Headmaster, Christs Hospital, Horsham.

WORCESTERSHIRE
THE ABBEY OFFICE School.
Pershore
Required for September, 1977, a GRADUATE to teach Classics to Advanced and Ordinary Levels.
Applications in Headmaster, Abbey Office School, Pershore.

YORKSHIRE
BRIDLINGTON SCHOOL
Bridlington, East Riding
SENIOR Independent Co-ed Day School.
Required for September, 1977, a GRADUATE to teach Classics throughout the School.
Applications in Headmaster, Bridlington School, Bridlington.

Domestic Subjects

ABBEY
ABBEY SCHOOL
Required September, 1977, a Qualified teacher to teach Home Economics to Pupils in the Sixth Form.
Salary according to Scale.
Further details and application forms to the Headmistress.

Economics

ESSEX
ASTON SCHOOL
Required GRADUATE in ECONOMICS to teach Economics to Pupils in the Sixth Form, September, 1977.
Applications in Headmaster, Aston School, Essex.

HILLINGDON
(London Borough of)
HIGHWOOD SCHOOL (E.S.N.(M))
Raymond Road, Hayes UB3 3NW
Headteacher: C. O. Uren, B.Sc.
Required for September, 1977, an Assistant Teacher (Ref. 1/1) to take charge of Economics throughout the School.
Applications in Headmaster, Highwood School, Hayes.

MERSEYSIDE
LIVERPOOL S.W. LANCS. SOCIETY FOR AUTISTIC CHILDREN
HEATHBURN SCHOOL
Liverpool
Due to forthcoming retirement, applications are invited for the post of ASSISTANT TEACHER (Ref. 1/1) to take charge of a small group of young children in a mixed group of boys and girls aged 11 to 14.
Applicants should be interested in working with children with autistic tendencies.
ASSISTANT TEACHERS (Scale 1/2) ASSISTANT TEACHERS (unqualified)
ASSISTANT HOUSEPARENTS (residential)
There is an additional allowance for one of the Assistant Teachers (Ref. 1/1).
Commencing June, 1977.
Experience of working with children and care of mentally-handicapped children would be an advantage but not essential.
Applications to the Principal, 29 Grove Road, Southport, Merseyside PR9 0QU.

NORTHAMPTONSHIRE
KINGSLEY SCHOOL
Church Lane, Kingsley, Northants NN6 8AZ
Required for September, 1977, HANDICRAFT TEACHER, temporary post for one year only. Position in school for E.S.N. (M) boys.
Number on roll 50 with 30 in school.
Application forms and further details from the Headmaster (stamped addressed envelope).

NORTHAMPTONSHIRE
WHITELEY SCHOOL
Grosvenor Way, Potton, Northampton NN2 7AD
Required for September, 1977, HANDICRAFT TEACHER, temporary post for one year only. Position in

INDEPENDENT continued

Pastoral

BERKSHIRE
BLAIRMOUNT COLLEGE
Hungerford
(see Dolfin). Schools Year Book 2476, page 217.
For September or January :—
A HOUSEMASTER for a boarding house of 60 boys, 13 to 18.
Salary, Burnham plus free accommodation and food with an allowance of £400 per annum.
The applicant should be a graduate, be happy to teach some 25 periods and support the religious life of the school. He should be a keen sportsman.
The school is in pleasant surroundings of 200 acres.
Applications to Headmaster.

BERKSHIRE
QUEEN ANNE'S SCHOOL
Caversham, Reading
HOUSEMISTRESS required for September, 1977, by late change of 30 girls aged 11. Home teaching could be available if desired.
Apply, with names and addresses of 2 referees, to the Headmistress (Ref.), Miss A. M. Scott, Westwood House, Caversham, Tel. 474 1841.

OXFORDSHIRE
CARMEL COLLEGE
We require, in September, a firm but reasonable HOUSEMASTER. We have for boarding and 11 day girls and a school population of just over 250. The proportion of girls is on the increase and we are very lucky in having for somebody to take pastoral responsibility and care of the present group but also for someone to spearhead the expanding and extra-curricular activities. The position may, and preferably, be combined with teaching within the school and a generous salary based on Burnham will be available on the basis of experience and qualifications.
Although a school in Jewish policy of the employing local authority in question would have to be engaged who supervised on a day-to-day, religious but tolerant outlook. Hence.
The school is not in identified Oxford on the Thames but very near between Reading and Oxford.
Applicants, in writing, giving two referees, to the Headmaster, Carmel College, Wallingford, Oxon.

SUSSEX
NORTHEAST MANOR SCHOOL
Lewes BN7 3EY
(all boys: aged 12 to 17)
HOUSEMASTER required for September, 1977, for this small boarding school with high reputation for pastoral care and a successful record of helping under-achievers. A qualified teacher with a good academic and residential work is sought.
Excellent accommodation for a married couple; a single bed only for the wife can take on the responsibility of Matron.
For further details apply to the Headmaster, giving a brief outline of experience and qualifications.

Physical Education

BUCKINGHAMSHIRE
WYCOMBE ABBEY SCHOOL
High Wycombe
Wanted in September 1977, a PHYSICAL EDUCATION SPECIALIST to organize the department. Most offers scope for a wide range of sporting and a special interest in Lacrosse, Tennis and Squash is desirable. The school has excellent facilities for Physical Education.
Department of three, non-resident; teaching approximately half. Burnham Scale. Government Superannuation Scheme.
Apply, with testimonials and details of qualifications, experience, etc., to the Headmistress.

CROYDON
THE OLD PALACE SCHOOL
(600 girls. Direct Grant/Independent)
Required in September, ASSISTANT PHYSICAL EDUCATION SPECIALIST to teach games, athletics, dance, etc., to Senior Girls.
Applicants should be graduates, preferably teacher trained, who have experience of games coaching and athletics at secondary or higher level.
Salary according to Burnham Scale, Government Superannuation Scheme.
Apply, with details of qualifications, experience, etc., to the Headmistress.

LONDON
SHANDRIL SCHOOL
Gaisford Road, SW11 1HB
(360 boys 11 to 18) the school is to become independent in September, 1977.
Required for September, 1977, because of the expansion of the school, a GRADUATE PHYSICAL EDUCATION SPECIALIST to teach games, Biology A to O level and possibly A level and also general science to Junior forms.
Ability to assist with games, particularly rugby, would be an advantage.
Applications by letter (not forms) to the Headmaster, with names of two referees, to whom reference can be made.

LONDON
EMANUEL SCHOOL
Battersea Rise, London SW11 1HB
(820 boys 11 to 18) the school is to become independent in September, 1977.
Required for September, 1977, because of expansion of the school, a GRADUATE PHYSICAL EDUCATION SPECIALIST to teach games, Biology A to O level and possibly A level and also general science to Junior forms.
Ability to assist with games, particularly rugby, would be an advantage.
Applications by letter (not forms) to the Headmaster, with names of two referees, to whom reference can be made.

LONDON, S.E.21
DULWICH COLLEGE
London SE21 7AD
Required for September, 1977, a GRADUATE to teach PHYSICS to GCE O level standard. The post includes a contribution to the mathematics teaching.
The candidate will be an athlete and games coach with an interest in Dulwich life by non salary scales and free time to be accommodation becomes available on the College Estate.
Applications to the Master as soon as possible, giving the name and addresses of two referees.

LONDON SE21
DULWICH COLLEGE
London SE21 7AD
Required for September, 1977, a GRADUATE to teach games to Junior boys, preferably rugby. In the Middle and Senior schools, games and games coaching will be offered to a suitable candidate who could also teach a subject in the classroom.
The post has an unusually social and free time to be accommodation becomes available on the College Estate.
Applications to the Master as soon as possible, giving the name and addresses of two referees.

Other Assistants

BIRKENHEAD
BIRKENHEAD SCHOOL
(GPDST) HEADMISTRESS required for January, 1978, to teach Biology up to A level and A and S levels, Good allowance available.
Please apply with name of two referees to The Headmaster, 85 Shrewsbury Road, Birkenhead.

BUCKINGHAMSHIRE
WYCOMBE ABBEY SCHOOL
High Wycombe
Wanted in September, 1977, TRAINEE to help with PHYSICS up to O level standard. The post is probably part-time at present but could become full-time and permanent with a few years. Ability to teach one other subject also desirable.
Burnham Scale. Government superannuation scheme.
Apply, with testimonials and details of qualifications, experience, etc., to the Headmistress.

CANTERBURY
St. Edmund's School
Canterbury
Required for September, 1977, a GRADUATE MASTER to share in the HOUSEMASTER's duties. Assistance also sought with out-of-hours activities, more particularly with games.
Apply to the Headmaster giving curriculum vitae and names of two referees.

CROYDON
THE OLD PALACE SCHOOL
(girls; direct grant independent)
Required for September, 1977, well qualified ASSISTANT TEACHER to teach BIOLOGY to Advanced and university entrance level. Applicants welcome from all backgrounds and newly qualified teachers. Ability to teach a Science 2 course for a suitably qualified candidate. Please state subsidiary subjects if any.
Please apply in writing to the Headmistress, giving the names of two referees.

CROYDON
Head Mistress GRADUATE required September, 1977, to teach "A" level PHYSICS.
Cambridge Science Water Tower unit—science cabs 68S.

CUMBRIA
FRIENDS SCHOOL
Wigton, CA7 0HQ
(Co-educational Quaking and flag School) 300 pupils, on prinse of Lake District National Park.
Required in September, 1977, Graduate MISTRESS or MASTER to teach BIOLOGY to "A" level and to assist in teaching Science to O level and C.S.E. Mode 3; and to take games-skills position in Boarding House.
The salary scale above Burnham.
Accommodation available on graded terms for married or single teacher.
Apply to the Headmaster, giving curriculum vitae and names of two referees.

GUILDFORD
ROYAL GRAMMAR SCHOOL
Voluntary controlled going independent. 600 boys, sixth in sixth form.
Required in September, BIOLOGIST to teach to all levels up to Oxbridge Scholarship.
The Nuffield curriculum is used throughout the School, which has a very strong and well-equipped Science Department.
Salary—Burnham plus Outer London Fringe allowance of £100.
Applications should be accompanied by a letter of application quoting two referees should be submitted as soon as possible to the Headmaster.

HAMPSHIRE
FARNBOROUGH HILL CONVENT
Required for September, 1977, GRADUATE to teach BIOLOGY to O level and C.S.E. Upper Library of London. Burnham Scale.
Apply with full particulars and names of two referees to the Headmistress, Farnborough Hill Convent, Farnborough, Hampshire.

HAMPSHIRE
ST. JOHN'S COLLEGE
Southsea
(S.G.C. Direct Grant, moving towards Independent: 750 boys)
Required for September, 1977, GRADUATE MASTER to teach Physics and possibly to O level and C.S.E. levels.
Ability and willingness to help with religious education and games an advantage.
Accommodation possibly available for a single man.
Apply to the Headmaster, with details of experience and naming two referees by Easter.

HAMPSHIRE
Required in May a BIOLOGY/HUMAN BIOLOGY/PHYSICS and CHEMISTRY TEACHER, to O level.
Please apply in writing to The Headmistress, Heathwood Schools Ferndale Road, Aldershot, Hants.

KENT
BEVENDEN SCHOOL
(950 girls)
Required for September, 1977, a GRADUATE MASTER to share teaching of CHEMISTRY throughout the School and including Scholarship level. School is committed to curriculum innovation.
Apply to the Headmaster (from Feb.) for details are obtainable with full particulars, visas and names of two referees.

LONDON
SHANDRIL SCHOOL
Battersea Rise, SW11 1HB
(360 boys 11 to 18) the school is to become independent in September, 1977.
Required for September, 1977, because of the expansion of the school, a GRADUATE PHYSICAL EDUCATION SPECIALIST to teach games, Biology A to O level and possibly A level and also general science to Junior forms.
Ability to assist with games, particularly rugby, would be an advantage.
Applications by letter (not forms) to the Headmaster, with names of two referees, to whom reference can be made.

LONDON
EMANUEL SCHOOL
Battersea Rise, London SW11 1HB
(820 boys 11 to 18) the school is to become independent in September, 1977.
Required for September, 1977, because of expansion of the school, a GRADUATE PHYSICAL EDUCATION SPECIALIST to teach games, Biology A to O level and possibly A level and also general science to Junior forms.
Ability to assist with games, particularly rugby, would be an advantage.
A Scale 8 post may be available for a suitably qualified candidate. Applications are welcome from newly qualified teachers.
Applications by letter (not forms) to the Headmaster, with names of two referees to whom reference can be made.

LONDON, S.E.21
DULWICH COLLEGE
London SE21 7AD
Required for September, 1977, a GRADUATE to teach PHYSICS to GCE O level standard. The post includes a contribution to the mathematics teaching.
The candidate will be an athlete and games coach with an interest in Dulwich life by non salary scales and free time to be accommodation becomes available on the College Estate.
Applications to the Master as soon as possible, giving the name and addresses of two referees.

LONDON SE21
DULWICH COLLEGE
London SE21 7AD
Required for September, 1977, a GRADUATE to teach games to Junior boys, preferably rugby. In the Middle and Senior schools, games and games coaching will be offered to a suitable candidate who could also teach a subject in the classroom.
The post has an unusually social and free time to be accommodation becomes available on the College Estate.
Applications to the Master as soon as possible, giving the name and addresses of two referees.

MIDDLESEX
St. Dunstan's School
Broadway Drive, Newbury
(Independent Church of England Independent school for girls.
Required for September, 1977, GRADUATE MASTER to teach ENGLISH and GENERAL FRENCH.
Applicants should be graduates.
Applications in writing with referees to the Headmistress.

ESSEX
ROYAL SCHOOL FOR GIRLS
(Girls Grammar School)
Required for September, 1977, GRADUATE TEACHER for MODERN LANGUAGES.
TEACHER for ENGLISH to O.C.E. O level standard, at least.
Details from the Headmistress, Royal School for Girls, 20-22 Park Avenue, Ilford.

KENT
URSULINE CONVENT
Westgate-on-Sea, Kent, CT8 8LX
(11-16 girls, Direct Grant Grammar and Day School (230 pupils)
Required for September, 1977, GRADUATE to teach ENGLISH through the whole school to O level. An interest in drama and games would be an advantage.
Salary on Burnham Scale.
Applications, with curriculum vitae, to the Headmistress.

LONDON
THE STORY OXBRIDGE LTD
4 Dorset Crescent, Wimbledon SW19
Independent day school, 165 girls aged 5-17 years. Qualified English-speaking teacher preferable with some experience wanted for September, to take charge of class of 28 girls.
Apply to Headmistress for further details.

MIDDLESEX
BUCKINGHAM COLLEGE
Harlesden, Middlesex
An independent Grammar School for 11-18 year old girls requires a GRADUATE MASTER for the Senior School to teach Biology to O level standard.
Ability to teach Elementary Chemistry would be an asset.
Write to the Headmaster, Buckingham College, Harlesden, Middlesex, giving the names of two referees.

OLDHAM
HULME GRAMMAR SCHOOL FOR GIRLS
(Direct Grant/Independent)
Required in September, a SPECIALIST in ART, CRAFT and NEEDLEWORK to teach girls aged 11 years. Scale 1 post. Must be well equipped art centre. A willingness to take part in Outdoor Education further girls would be an advantage. Burnham Scale 1.
Please apply by letter to the Headmistress, enclosing curriculum vitae and names and addresses of two referees.

SHROPSHIRE
TEACHER (MATHEMATICS and SCIENCE) to 11-16 girls, some experience for lively, small community in beautiful surroundings, easily disturbed boys 16-17 wanted Summer or September.
Opportunity to use practical, artistic and counselling skills and initiative.
Salary according to experience, allowance for some evening weekend work. Non-resident.
Apply Headmaster, Stanton Hall School, Bomere Heath, Near Shrewsbury, Salop.

SOMERSET
WELLS CATHEDRAL SCHOOL
Wells
(Co-educational boarding and day 1,000 boys and girls 11-18 years)
There is a vacancy in September for a young woman TEACHER of PHYSICAL EDUCATION.
PHYSICAL EDUCATION is combined with but not necessarily to the exclusion of Senior Dance for a young or old teacher, who must be prepared to take a Dance Group.
Candidates should be graduates or graduate equivalent within the and preferably with a good degree in Dance or Physical Education.
Salary will be Burnham Scale 3 for the Junior Division and Scale 2 for the Senior with residential emoluments.
Write for details to the Headmaster.

SUSSEX
BATTLE ABBEY SCHOOL
Battle
MODERN MATHEMATICS, OLD-FASHIONED ARITHMETIC and ENGLISH for foreigners required, from January, 1977. Accommodation available for September, 1977.
Applications to the Headmistress with references and testimonials.

WORCESTERSHIRE
HEATHFIELD SCHOOL
Malvern, Worcestershire
(Independent boarding school for girls)
Required for September, 1977, GRADUATE MASTER to teach Sixth Form and to teach HISTORY up to O level and to share in the responsibility for CONSTITUTIONAL HISTORY to

COLLEGES OF FURTHER EDUCATION
(continued)

LANCASHIRE
EDUCATION COMMITTEE
BLACKBURN COLLEGE OF FURTHER AND HIGHER EDUCATION
Wednesday College
Feilden Street, Blackburn
BB2 1LR

Applications are invited for the undermentioned posts, to be effective 1st May or as soon as possible thereafter:—

DATA PROCESSING:
LECTURER, GRADE II

To teach Data Processing and Systems Analysis with Mathematics up to H.N.D. Applicants should be graduates in Mathematics or Computer Science with relevant teaching and or computer experience.

MATHEMATICS:
LECTURER, GRADE I

To teach Mathematics with related discipline to general education and technician courses. Applicants should be graduates in Mathematics or a related discipline.

BUILDING:
LECTURER, GRADE I

To teach general building to T.E.C. Diploma and Higher Certificate courses. Applicants to be qualified in Architecture or Civil Engineering with relevant experience.

Salary Scales:
Lecturer, Grade II: £3,09[illegible]
Lecturer, Grade I: £3,705 to £4,401.

Further details and application forms from the Principal, Accompanied forms to be returned by Friday 22nd April, 1977.

LEICESTERSHIRE
WESTON COLLEGE OF FURTHER EDUCATION
LECTURER GRADE I IN SECRETARIAL SUBJECTS (Short Hand, Typing, Office and Word Processing Practice)
Further particulars (including stamped addressed envelope) and applications (including stating age, education, experience and names and addresses of three referees) to the Principal, Weston College of Further Education, Stafford Road, Weston Super Mare, Avon BS23 2DX.

LEICESTERSHIRE
BINGLEY COLLEGE OF FURTHER EDUCATION
SENIOR LECTURER IN CLERICAL STUDIES required to commence 1st September, 1977, or as soon as possible.
Previous experience of general studies teaching and organisation in a further education college and possession of a degree in an appropriate academic subject in this area of work, preferably a Postgraduate qualification an added advantage.
Further particulars (stamped addressed envelope required) from and applications, accompanied by a letter to the Principal, Bingley College of Further Education, Bingley Hall, Bingley, Yorkshire BD16 2LW.
Closing date 14th April, 1977.

LEICESTERSHIRE
EDUCATION DEPARTMENT
LOUGHBOROUGH COLLEGE OF FURTHER EDUCATION
Ashmore Street, Loughborough
Required for September 1977:—
Applications are invited for the post of LECTURER 1 to be responsible for CHEMISTRY and to teach up to 'A' Level standard.
Please make application (on forms) with full curriculum vitae, to the Principal, within seven days of the appearance of this advertisement.

LIVERPOOL
MILLSARK COLLEGE OF COMMERCE
Benshaw Lane, Liverpool L13 0hq
Required for September, 1977 —
LECTURER I IN ENGLISH AND LITERARY STUDIES
Applications are invited from graduates able to teach English well to students following courses in English as a Second Language and to those following vocational courses. An ability to participate in the programme of liberal studies an advantage.
Application forms available from undersigned addressed envelope and returnable to the Principal by April 21, 1977.

LONDON
INNER LONDON EDUCATION AUTHORITY
HACKNEY COLLEGE
DEPARTMENT OF MECHANICAL ENGINEERING
LECTURER GRADE 1 IN MOTOR VEHICLE ENGINEERING required.
Applicants should possess good industrial experience and hold professional Certificate (Full Technological Certificate) and be eligible for membership of the appropriate

NEWHAM
Hopton Broomfield
LAVCHURCH COLLEGE OF FURTHER EDUCATION
High Street South, London E6 4LR
Principal: K. R. Hobbs, B.Sc.(Econ), A.K.C., F.B.I.M.
DEPARTMENT OF BUILDING
Required immediately
Applications are invited for the post of
SENIOR LECTURER IN BUILDING
HIGHER CERTIFICATE (C.G.I.A., C.G.I.T., C.G.I.O., R.I.C.S. and L.C.C.)
Salary £5,319 to £6,267 plus £312 per annum. London Weighting.
Application forms and further details may be obtained by writing to the Principal, Lavchurch College of Further and Higher Education, Hopton Broomfield, Lavchurch, Hackney, London E6 4LR.
Completed forms should be returned within 7 days of the appearance of this advertisement.

NOTTINGHAMSHIRE
EDUCATION DEPARTMENT
LADYBOWER COLLEGE OF FURTHER EDUCATION
Derby Road, Ilkeston
NG9 5AG
Lecturer in Building (including Carpentry and Joinery) required for September 1977.
Applicants should be professionally qualified and have relevant teaching qualifications and or experience.
Salary Scale: Lecturer Grade II £5,319 to £6,267 plus £312 supplement.
Further particulars (stamped addressed envelope required) from and applications, accompanied by a letter to the Principal, Ladybower College of Further Education, Derby Road, Ilkeston, Notts. Closing date 18th April, 1977.

NOTTINGHAMSHIRE
EDUCATION DEPARTMENT
NORTH NOTTINGHAMSHIRE COLLEGE OF FURTHER EDUCATION
Carlton Road, Worksop
Notts. S81 7HP
WORK ORIENTATION UNIT
LECTURER GRADE II
A Tutor in this specialised unit concerned with the further education and training of handicapped school leavers is required from 1st September 1977. Experience with handicapped young people is essential and the possession of a relevant diploma would be an advantage. Preference will be given to a candidate who is capable of being involved in the unit's assessment procedures and further industrial work shop.
Salary scale: £5,469 to £6,377 plus £312 supplement.
Further details and application forms available from the Chief Administrative Officer, Pinkney Lane, Carlton, Nottingham NG4 1QB. Telephone Nottingham 612611.
Closing date: 18th April, 1977.

SHROPSHIRE
WALKER TECHNICAL COLLEGE
Hatridge Road, Wellington, Telford, SHROPSHIRE TF1 1RU
Required for 1st September 1977:
LECTURER IN CLERICAL AND ACCOUNTANCY Professional qualification and experience in clerical computer work essential.
Teaching experience an advantage.
LECTURER Grade II: for AUDIO VISUAL AIDS to be responsible for the organisation and development of the audio visual department. Ability to offer Short Hand and other subjects on sandwich courses.
Salary: Lecturer Grade II £4,320 to £5,097 plus £312 supplement.
Further details and application forms available from the Principal, Walker College of Technical Education, Hatridge Road, Wellington, Telford, Shropshire TF1 1RU. Closing date: 21st April, 1977.

SOMERSET
SOMERSET COLLEGE OF AGRICULTURE AND HORTICULTURE
(Cannington College)
Cannington
Required for the autumn term, 1977, to assist in the Department of Horticulture:
Ability to teach new and interesting and attractive courses in Horticulture to City and Guilds Diploma and Advanced Diploma students, also to offer Horticulture at Higher Certificate level.
Applicants should be teaching qualified and or relevant teaching experience would be an advantage.
Salary on Lecturer Grade II scale (£4,320 to £5,097) or £4,769 to £5,660 with more point awarded for graduates with relevant teaching experience and a real interest in management education.
Apply: DEPARTMENT OF CONSTRUCTION
LECTURER Grade I, in Building
The person appointed will be expected to teach practical work and technology subjects up to and including Craft Certificate level.
Applicants should possess or have the Technological certificate in Building and experience and relevant industrial experience are desirable but not essential.
Salary Scales: Lecturer, Grade I, £5,469 to £6,377; Lecturer, Grade II, £5,279 to £6,033; plus £312 supplement.
Entry point dependent upon qualifications and experience.
Application forms and further details may be obtained from the Principal at the College.
Closing date April 15th, 1977.

MITTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
WEST MIDLANDS COUNTY COLLEGE OF FURTHER EDUCATION
Derby Road, Mansfield
Nottinghamshire NG18 5AH
Required from September 1977:—
LECTURER IN BUSINESS STUDIES AND MANAGEMENT
LECTURER, Grade II, in MARKETING and ECONOMICS
The person appointed will be expected to teach Economics in a variety of courses up to H.N.C. level, to assist in the development of management courses and be responsible for short courses within the department.
Applicants should have a degree or equivalent professional qualification, industrial experience and teaching experience and a real interest in management education.
LECTURER IN DEPARTMENT OF CONSTRUCTION
LECTURER, Grade I, in Building
The person appointed will be expected to teach practical work and technology subjects up to and including Craft Certificate level.
Applicants should possess or have the Technological certificate in Building and experience and relevant industrial experience are desirable but not essential.
Salary Scales: Lecturer, Grade I, £5,469 to £6,377; Lecturer, Grade II, £5,279 to £6,033; plus £312 supplement.
Entry point dependent upon qualifications and experience.
Application forms and further details may be obtained from the Principal, at the College.
Closing date April 15th, 1977.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH NOTTINGHAMSHIRE COLLEGE OF FURTHER EDUCATION
Carlton Road, Worksop
Notts. S81 7HP
WORK ORIENTATION UNIT
LECTURER GRADE II
A Tutor in this specialised unit concerned with the further education and training of handicapped school leavers is required from 1st September 1977. Experience with handicapped young people is essential and the possession of a relevant diploma would be an advantage. Preference will be given to a candidate who is capable of being involved in the unit's assessment procedures and further industrial work shop.
Salary scale: £5,469 to £6,377 plus £312 supplement.
Further details and application forms available from the Chief Administrative Officer, Pinkney Lane, Carlton, Nottingham NG4 1QB. Telephone Nottingham 612611.
Closing date: Monday, 18th April 1977.

OXFORD
ST. CLARE'S HALL
Applications are invited for Shah Abbas Lectureship in FRENCH and MEDIEVAL and MODERN Spanish Literature and International Relations.
Tenable from 1st October 1977.
Applicants should be good Honours Graduates with a bias for teaching undergraduates in developing new courses, with access to a language laboratory for French assistant.
Salary: Lecturer Scale.
Details obtainable from the Registrar, St. Clare's Hall, 139 Banbury Road, Oxford.

SUTTON
Metropolitan Borough of SUTTON COLDFIELD
SOUTHGATE TECHNICAL COLLEGE
Mortimer Road, Sutton
Newcastle, Staffs.
Required for September, 1977:
LECTURER 3 BUSINESS STUDIES
Ability to teach Commerce, Economics and Office Practice to Diploma level and be responsible for administration of the Department.
LECTURER 3 OFFICE MACHINES
Ability to teach Office Machines to Diploma level and have some Shorthand, Typewriting and Office Practice and Secretarial Duties.
LECTURER 2 AND LECTURER 1 IN BUSINESS SECRETARIAL STUDIES
Should possess two teachable Subjects in Shorthand, Typewriting, Office Practice.
LECTURER 2 IN CATERING
Ability to be responsible for organisation and teaching and be capable of contributing to teaching Food Service (Waiting) Diploma.
LECTURER 1 (WAITING) Must be qualified Waiter and Hotel Manager and be able to teach Food Service.
LECTURER 1 HOTEL ECONOMICS (Chef de Partie) and/or Cruise Ship Experience.
EDUCATION DEPARTMENT
LECTURER GRADUATE G.C.E. 'A' Level and 1 or 2 Ordinary Level Subjects, preferably English.
LECTURER 1 Lecturer Scale range of courses varying subject to 'A' Level.

SOUTH TYNESIDE
EDUCATION DEPARTMENT
SOUTH SHIELDS MARINE AND TECHNICAL COLLEGE
LECTURER GRADE II
MARINE ENGINEERING
Applications are invited for the above post, to be effective as soon as possible.
The Department provides courses in Marine Engineering to City and Guilds Level.
Applicants should have a Degree or equivalent, or, Graduate Membership of the Institute of Marine Engineers would be an advantage.
Salary on an incremental scale within the range £4,320 to £4,377 (£2,160 supplement and £300 inner London allowance). Starting point depending upon qualifications and experience.
Assistance may be given to some household removal expenses.
Application forms obtainable (returnable) from Senior Administrative Officer, Pinkney Lane, Lodge, Dalton Lane, NE34 9PZ. (Telephone: 01-534 8484, 15 lines).
Closing date 18 April, 1977.

LONDON
INNER LONDON EDUCATION AUTHORITY
PADDINGTON COLLEGE
Saltram Crescent
London, W9 3JW
BUSINESS AND SECRETARIAL STUDIES DEPARTMENT
Required for September 1977, or as soon as possible thereafter:
TUTOR (Grade II) to organise, with a small team of colleagues, the teaching of Clerical Duties, Office Practice and Office Machinery throughout the department. The department offers G.C.E. Commercial Studies, G.C.E. 'O' Level (C.C.S.), and G.N.V.Q. Business Studies courses. Links exist with local schools for G.C.E. and "O" Level subjects.
Candidates preferably should be qualified teachers with commercial experience and should be able to offer one or more additional business subjects.
Salary scale in accordance with the Burnham (F.E.) Report £4,279 to £5,403 plus £312 supplement and £402 Inner London Allowance.
Assistance may be given with household removal expenses.
Further details and application forms from the Staffing Officer, Ref. S/J/A, the Department (Ref. S/J/A).

CITY OF MANCHESTER
EDUCATION COMMITTEE
ABRAHAM MOSS CENTRE
Manchester
Required for May or September, 1977:—
LECTURER Grade 1 in DRAMA (P.T.-0.75) to fill on Lecturer Consultant in Drama (a teach in Drama up to 'A' Level and the Open College, and to promote and develop creative dramatic activities in the Centre and the wider community).
Salary scale: Lecturer Grade 1 (£6,741 to £7,581) according to qualifications and experience.
For further details and application form (returnable 15th April) send stamped addressed envelope to the Senior Administrative Officer, Abraham Moss Centre, Crimpsall Road, Manchester M8 5UH.

KENYATTA UNIVERSITY COLLEGE–KENYA
(A constituent college of University of Nairobi)

Applications are invited for the following posts in the

FACULTY of ARTS

1. SENIOR LECTURER/LECTURER IN BUSINESS EDUCATION DEPARTMENT

Applicants should have a Master's degree in Business Education/Administration or Accounting/Economics also teaching and research experience. Appointee will be expected to teach two or more of the following courses: Accounting, Economics, Business Statistics, Business Law, Marketing, Finance and Computer Concepts.

2. LECTURER IN LANGUAGES AND LINGUISTICS DEPARTMENT

Applicants should have a Ph.D or equivalent in Modern Theoretical and Descriptive Linguistics. Specialisation in one of the following would be an advantage: Description of Modern English, Communication Skills in English. Appointee will be expected to initiate and direct under and post-graduate research.

Kenyatta University College deals with Teacher Education as its major preoccupation. Experience and qualification in teacher education are therefore our preference, lack of which does not necessarily lead to disqualification. All members of the Academic Staff are expected to participate in the supervision of Teaching Practice.

Salary Scales: Senior Lecturer, KE2,772-KE3,600 p.a. Lecturer, KE1,800-KE3,096 p.a. (KE1 equals £1.39 sterling). The British Government may supplement salaries in the range £2,692-£3,720 p.a. (sterling) for married appointees or £1,944-£2,676 p.a. (sterling) for single appointees (normally free of all tax and usually reviewed annually) and provide children's education allowances and holiday visit passages. The terms of service include subsidised housing, membership of SSSF or FSSU and a non-contributory medical scheme, and family passages. Detailed applications (2 copies) including a curriculum vitae (applicants should give three names of Academic referees and their addresses and at the same time request them to send their references direct to the Registrar without delay), should be sent by airmail not later than 20th April, 1977, to the Registrar, Kenyatta University College, P.O. Box 43844, Nairobi, Kenya. Applicants resident in UK should also send one copy to the Inter-University Council, 90-91 Tottenham Court Road, London W1P 0DT. Further particulars are available from either address.

SENIOR ASSISTANT for ACADEMIC AFFAIRS

Applications are invited for the above post from persons with substantial administrative experience. Duties will include responsibility for the Academic Affairs Office of the Polytechnic under the direction of the Assistant Director for Academic Affairs. The Office is at present concerned with committee services, publications, school liaison, student recruitment, institutional research and the documentation and approval of courses, including particularly a project based Diploma of Higher Education. The successful applicant will be personally concerned with the administrative co-ordination of course development, especially in areas relevant to the Technician and Business Education Council.

Salary £6,252-£8,954.

Further particulars and application form obtainable from the Personnel Division, Brighton Polytechnic, Moulsecoombe, Brighton, BN2 4GJ. Tel.: 0273 693655.

Brighton Polytechnic

Colleges and Departments of Art

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
MEDWAY COLLEGE OF DESIGN
DEPARTMENT OF VISUAL COMMUNICATION
LECTURER IN PHOTOGRAPHY
Required as soon as possible, full-time LECTURER to teach the First Diploma and Two-year Professional courses, as the first-year tutor, and eventually assist with developing design background and to develop which a knowledge of photography.
LECTURER IN DESIGN
Required as soon as possible, a full-time LECTURER I to teach the First Diploma and Two-year Professional courses, as the first-year tutor, and eventually assist with developing design background and to develop which a knowledge of photography.
Salary in the range £4,467 to £7,167.
Further particulars from the Secretary to Education Committee, Education Offices, Barnsley Road, Sittingbourne, Kent. Completed application forms should be returned by April 17th.

EXETER
THE UNIVERSITY
SCHOOL OF EDUCATION
SENIOR LIBRARY ASSISTANT
Applications are inviting from professionally qualified LIBRARIANS for the post of SENIOR LIBRARY ASSISTANT in the School of Education. Salary in accordance with Burnham Scale £3,309 to £3,537 per annum.
Application forms and further particulars from the Bursary, The University, Exeter, Devon EX4 4QJ, quoting reference number 20/12 L. Closing date for applications 27 April 1977.

SURREY
COUNTY COUNCIL
COLLEGE OF ART AND DESIGN
Guildford
LECTURER, Grade II
To start 1st September, 1977 to teach Illustration on Foundation Course, Graphic Design and Illustration Courses.
Applicants should be graduates with relevant professional experience as practitioners.
The successful applicant will share responsibility for the development and be responsible for the organisation of the course, assisting with the course, assisting other staff in the course, and with confidence by the time of appointment, be capable of assuming responsibility.
Teaching experience is desirable.
SENIOR STUDENTS
Teaching students with a professional background in Illustration to have skills and techniques to enable them to pass on their specialist study, and to be able to teach in a way that enables students to develop beyond their acquired skills.
Salary Scale: £4,320 plus £160 Inner Fringe Area Allowance.
Applicants should have a degree or equivalent professional qualification, industrial and teaching experience and a real interest in management education.
LECTURER IN DEPARTMENT OF CONSTRUCTION
LECTURER, Grade I, in Building
The person appointed will be expected to teach practical work and technology subjects up to and including Craft Certificate level.
Applicants should possess or have the Technological certificate in Building and experience and relevant industrial experience are desirable but not essential.
Salary Scales: Lecturer, Grade I, £5,469 to £6,377; Lecturer, Grade II, £5,279 to £6,033; plus £312 supplement.
Entry point dependent upon qualifications and experience.
Application forms and further details may be obtained from the Principal, at the College.
Closing date April 15th, 1977.

WEST SUSSEX
EASTER ANGLIAN AREA
CRAWLEY COLLEGE OF FURTHER EDUCATION
BUSINESS EDUCATION DEPARTMENT
Required from 1st September, 1977:
SENIOR LECTURER, Grade I, in SECRETARIAL STUDIES to teach Pitman Shorthand, but ability to teach other subjects and have experience in Office Practice and Secretarial Duties and ability to offer Shorthand at Higher Certificate level would be advantageous.
Applicants should have ability to teach and relevant teaching experience.
Possibility of housing in approved centre.
Salary Scale: £4,470-£4,377 plus £312 pa. supplement plus £402 London Fringe Area Allowance.
Application forms and particulars from the Principal, Crawley College of Technology, College Road, Crawley, Sussex. Closing date for applications first post April 25, 1977.

KENYATTA UNIVERSITY COLLEGE–KENYA
(A constituent college of University of Nairobi)

Applications are invited for the following posts in

EDUCATIONAL COMMUNICATION and TECHNOLOGY DEPARTMENT

PROFESSOR:

Applicants should have a Ph.D in Educational Communication and Technology and have extensive teaching and research experience. Ability to initiate and direct under- and post-graduate research is essential. Preference will be given to those with qualifications and experience in the utilisation of education communication including formulation and design of educational resources.

LECTURER:

Applicants should have a good degree, preferably in Science, and a post-graduate professional qualification. Science teaching experience at Secondary School level or above is essential. Preference will be given to those with qualifications and experience in educational communication relating to design and utilisation of educational resources for Science Education. Appointee will be expected to teach introductory courses in Educational Communication and Technology in relation to Science Education.

Kenyatta University College deals with Teacher Education as its major preoccupation. Experience and qualification in teacher education are therefore our preference, lack of which does not necessarily lead to disqualification. All members of the Academic Staff are expected to participate in the supervision of Teaching Practice.

Salary Scales: Professor, KE4,320-KE5,100 p.a. (£3,107-£3,670 p.a. sterling). Lecturer, KE1,800-KE3,096 p.a. (£1,295-£2,230 p.a. sterling). (KE1 equals £1.39 sterling). The British Government may supplement salaries in the range £2,892-£3,894 p.a. (sterling) for married appointees or £1,944-£2,850 p.a. (sterling) for single appointees (normally free of all tax and usually reviewed annually) and provide children's education allowances and holiday visit passages. The terms of service include subsidised housing, membership of SSSF or FSSU, and a non-contributory medical scheme, and family passages.

Detailed applications (2 copies) including a curriculum vitae (applicants should give three names of Academic referees and their addresses and at the same time request them to send their references direct to the Registrar without delay), should be sent by airmail not later than 20th April, 1977, to the Registrar, Kenyatta University College, P.O. Box 43844, Nairobi, Kenya. Applicants resident in UK should also send one copy to the Inter-University Council, 90-91 Tottenham Court Road, W1P 0DT. Further particulars are available from either address.

CAMBRIDGE
CAMBRIDGE INSTITUTE OF EDUCATION
Applications are invited from suitably experienced and qualified men and women for the post of ASSISTANT LECTURER IN THE DIVISION OF LIBRARY STUDIES. Applicants should be graduates in Library Studies or in a field of study relevant to the Institute programme, and should have a Library Qualification and Chartership or part-time equivalent. Salary in the range £4,467 to £7,167.
The person appointed to this post will be responsible to the Principal of the Division for teaching of the Institute's Diploma in Librarianship, and for assisting in the development of new courses. Experience of teaching at Diploma level is desirable. Ability to offer Short Courses in Cataloging and Classification could be an advantage.
Applicants should have professional experience, and be able to take responsibility for the programme of Library Studies, and to contribute to the general work of the Division.
Apply to Principal of Teacher Training in Class Certificates of Competency, or Professional Certificate, Five Years Continuing Education, together with additional academic qualifications, should be now or shortly be obtained. Electrical Technical Certificate, Grade 1, or Technical Certificate, Grade 1, or Ordinary Technical Certificate, Grade 1, or Ordinary Technical Certificate, Grade 1, or Ordinary

SOCIAL SERVICES DEPARTMENT
ST. HILDA'S SCHOOL, GOSFORTH
requires

GENERAL SUBJECTS TEACHER

with an interest in music and/or drama

Salary, Burnham Scale 1 £2,565 to £4,056 p.a. plus Approved School Allowance £584 plus Extraneous Duty allowance £879 plus £312 supplement.

St. Hilda's is a Community Home School providing care, education and treatment for 32 adolescent girls. Much of the education is of a remedial nature, geared towards the individual needs of the girls. Classes are small, with an emphasis on giving the girls a wide range of experience as well as providing them with basic skills.

For further information please contact the Headmaster, Mr. P. Wright Gosforth 858155.

Application forms can be obtained from Director of Social Services, Civic Centre, Newcastle upon Tyne NE1 8PA.

City of Newcastle upon Tyne

London Borough of Wandsworth

THE ROYAL PHILANTHROPIC
Redhill, Surrey

The above is a complex of three seperate establishments on the same campus, including a Community Home School (70 boys), Regional Assessment Centre (52 boys) and an Intensive Care Unit (28 boys).

COMMUNITY HOME SCHOOL
Technical Teacher (Brickwork)

This post will become vacant on 1st April 1977. Applications are invited from suitably qualified and experienced teachers who will be interested in running this vocational training department.

The Community Home accommodates 70 boys aga ranging 14-17 years and the time-table provides a wide range of options so that groups seldom exceed eight boys. Candidates must have a sympathetic and understanding attitude towards boys who have experienced many disadvantages in life. The person appointed will be expected to share the full range of residential duties and out of school activities, for which there is an Extraneous Duties allowance of £879 p.a.

Salary: Burnham Scale 1 plus allowances totalling £1,443 +£312 Supplement.
Eight weeks' annual leave (incl. statutory Bank Holidays).

Accommodation: Both married and single accommodation available at modarate rental.
If providing own accommodation off the campus a fringe London Weighting allowance of £160 p.a. is payable.
Assistance with removal expenses available:

Application forms and further particulars available from The Principal (foolscap S.A.E. please). Application forms returnable within two weeks of publication of this advertisement.

KNOWLE HILL SCHOOL, KENILWORTH

QUALIFIED TEACHER

BURNHAM SCALE 1 plus £564 per annum

Approved School Allowance

Knowle Hill is a former approved school that has now been integrated into residential child care service in Warwickshire as a therapeutic establishment catering for forty emotionally disturbed girls. The school is situated in rural surroundings near to Kenilworth and within easy reach of Coventry, Leamington Spa and Warwick. Education is provided on the premises and the teaching establishment is that recommended by the Castle Priory Report in a ratio of 1:8. The overall aim of the school is to offer a syllabus which provides a design for living for young people in need of emotional support. A teacher is required to specialize in games and physical activities, with some general subjects, and also to contribute to the overall aim of the school.

The post is non-resident and a settling-in allowance of up to £400 is payable in approved circumstances.

The Headmaster, Mr S. Peach (Incolnia Kenilworth 58321), will be pleased to discuss the post with potential applicants and application forms are available from the Director of Social Services, Shire Hall, Warwick (Warwick 43431, extension 3931).

Closing date: April 22, 1977.

Warwickshire

Assessment Centres

HAMPSHIRE
SOCIAL SERVICES DEPARTMENT

YEARS

Required at per A assessment centre in Southampton to commence in September.

Applicants should be skilled at handling children with difficulties, presenting reports to assessment conferences and remedial teaching in a small group in these undertakings.

The centre caters for up to 20 boys and girls aged 11 to 17 years and the post includes the charge of a teacher-in-charge and social teachers. The start salary is Burnham Scale 1 £2,565 to £4,056 plus £584 school allowance and £312 supplement. For informal interview contact the Officer-in-charge, telephone Southampton 773819.

Application forms obtainable from the Divisional Director of Social Services, Social Services Department, Around Towers North, Portland Terrace, Southampton. Closing date South ampton 38100 extension 224. to be returned by April 18th, 1977, quoting reference number 7108 AA.

HARINGEY
(Borough of)
Required September, 1977
NORTHAM PLACE, ASSESSMENT AND ASSESSMENT CENTRE:
Potters Bar, Herts.
Teacher in Charge of ASSISTANT TEACHER in the Education Department, Burnham Scale 1. This appointment is a temporary one for twenty-four months from 1 September 1977 to December 31, 1979 to cover the absence of a regular teacher in the Education team on this home's assessment unit.
Northaw Place is a residential observation and assessment centre run by the Social Services Department. Educational assessment is provided for up to 21 mixed male and female boys of 10 and 17 years, many of whom have learning and behavioural problems.
A qualified teacher of experience in diagnostic assessment and remedial techniques is sought to take responsibility for the educational assessment programme. There is a new well equipped 2 classroom block.
A visit to the centre may be arranged by telephoning the Principal at Potters Bar 4777, 52001.
Salary: Allowance fringe area £160 payable.
Forms of application (stamped addressed envelope) available from the undersigned to be returned in him within fourteen days.
Chief Education Officer, Education Offices, Somerset Road N17 9EH.

Youth and Community Service

BIRMINGHAM
ST. BARLOW CENTRE
We have vacancies for the following:
YOUTH SERVICES
Two YOUTH WORKERS required to join a team which runs our Night Shelter for young men under 20 years. This job involves night duties and lonely-ing during the day on a rota basis.
HOSTEL CO-ORDINATOR
A worker is needed to assist our Accommodation Officer in the support and management of several hostels for young men aged between 16 and 21 years. This post could be residential or not and will involve some reading work.
We pay on appropriate scales for each of these appointments depending on qualifications, age and experience.
Write, stating which job interests you, to the Warden, St Hilda's Centre, Heathmill Lane, Ortford, Birmingham 19 3AA, for further details and job description.

CHANNEL ISLES
SCHOOL OF SOCIAL EDUCATION
YOUTH SERVICE

Required at per A assessment centre in Southampton to commence in September.

Applicants should be skilled at handling children with difficulties, presenting reports to assessment conferences and remedial teaching in a small group in these undertakings.

The centre caters for up to 20 boys and girls aged 11 to 17 years old and the post includes the charge of a teacher-in-charge and social teachers. The start salary is Burnham Scale 1 £2,565 to £4,056 plus £584 school allowance and £312 supplement. For informal interview contact the Officer-in-charge, telephone Southampton 773819.

Application forms obtainable from the Divisional Director of Social Services, Social Services Department, Around Towers North, Portland Terrace, Southampton. Closing date South ampton 38100 extension 224. to be returned by April 18th, 1977, quoting reference number 7108 AA.

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(Borough of)
Required September, 1977
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Potters Bar, Herts.
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Salary: Allowance fringe area £160 payable.
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Two YOUTH WORKERS required to join a team which runs our Night Shelter for young men under 20 years. This job involves night duties and lonely-ing during the day on a rota basis.
HOSTEL CO-ORDINATOR
A worker is needed to assist our Accommodation Officer in the support and management of several hostels for young men aged between 16 and 21 years. This post could be residential or not and will involve some reading work.
We pay on appropriate scales for each of these appointments depending on qualifications, age and experience.
Write, stating which job interests you, to the Warden, St Hilda's Centre, Heathmill Lane, Ortford, Birmingham 19 3AA, for further details and job description.

WERE YOU IN THE QUEUE AGAIN THIS WEEK?

If you have to wait to see the staff room copy of the TES Scotland and sometimes find half the pages missing when your turn comes why not get your own copy and put the queue behind you?

You can have the TESS delivered to your home by your newsagent every week, at the normal price, by filling in the coupon below and sending it to The Circulation Manager, Times Newspapers Ltd., 56 Hanover Street, Edinburgh EH2 2DZ.

Please arrange for my newsagent to deliver the TES Scotland to me every week until I cancel.

Name _____ Date _____

Address _____

Signature _____

Newsagent's Name and Address: _____

This order may be cancelled at any time.

ISLE OF WIGHT COUNTY COUNCIL
Social Services Department
Eastmore House Community Home

Deputy Head (Education)

SALARY SCALE: Residential Care Scale 8 spinal points 33 to 37
SALARY: £4,545-£5,103 p.a. plus £312 p.a. supplement

The County Council acquired this Home in Yarmouth in late 1972 in order to offer residential care for a total of 48 boys, aged 15-18 years, who have been referred by local authorities within the Wessex Region. Accommodation is of a good standard and there is a high proportion of single rooms. We have created 6 living groups and no one group will have more than 10 boys. The Home is able to offer full time education and has good facilities for woodwork, engineering, building, nautical training and leisure pursuits, and most sporting activities.

The Deputy Head (Education) should be a qualified teacher with residential experience. The Deputy Head will be responsible for the programme of education in its very widest sense covering all aspects of modern teaching, remedial treatment, trade training and vocational guidance, further education and will be required to advise on the most suitable way this can be introduced on an individual programme basis. The successful applicant will be in charge of a staff of qualified instructors and Teachers and will be a member of a Management Team which will include the Head of the Home and the Deputy Head (Care). He/she will be expected to take charge of the Home both socially and educationally in the absence of the other members.

Family accommodation can be provided, for which rental is payable.

Application forms may be obtained from the Director of Social Services, County Hall, Newport, IW.

Please phone Mr. E. Crocke Head of Home, for informal discussion at Yarmouth 760235.

Closing date: 22 April.

ST. CHRISTOPHER'S COMMUNITY HOME (E)

TEACHER
(GENERAL SUBJECTS—REMEDIAL)

Burnham 1 plus £564 allowance plus £297 London Weighting (possibility of scale 2 for suitable candidate)

Due to internal promotion a vacancy exists for the above post. Candidates must be qualified and have good experience preferably with adolescent boys.

St. Christopher's is a community home with education on the premises for 62 boys ages 14-17 years. The aim is to rehabilitate disturbed and difficult boys most of whom have had difficulty in accepting education in the past. Classes are very small and the approach is informal. Teachers and residential social work staff are well integrated. The successful candidate will have the opportunity of doing extraneous duties of 15 hours per week for which additional £879 per annum is payable.

For staff who become resident, furnished houses available near to campus for which £219 per annum rent payable (London Weighting above not payable if resident). Fringe benefits may include £400 legal fees involved in house purchase and 75 per cent removal expenses.

For an informal discussion contact Mr. T. Hoey, Principal, telephone 01-573 1131.

Further details and application form from the Personnel Officer, SS/26/2357/E, Civic Centre, High Street, Uxbridge. Telephone Uxbridge 50111, extension 3569. Closing date 22 April, 1977.

LONDON BOROUGH OF ILLINGDON

Teacher/Instructor/Instructress

Ferringdon Houea

To instruct and supervise girls between 14-18 years in the preparation and cooking of approximately 50 meals daily for staff and girls. Instruction will include use of kitchen equipment, food hygiene, food preparation together with Basic Theory and Cookery Methods, Simple Menus, and Dietary Controls. Responsibility also to include serving of food, washing up and general care of the Department.

Ferringdon House is a Community Home for Girls in the care of the Local Authority and it is, therefore, essential that applicants should have sufficient experience and expertise to be able to instruct and supervise adolescents with difficulties.

Salary: Burnham 1 £2,253-£3,744 GAR—£4,056 + £564 Community Home Allowance/J.N.C. Grade £2,585-£3,729, depending upon qualifications. Plus £312 Pay-Award Supplement.

Informal Enquiries welcome prior to completion of application. Please contact Miss A. Davies, Principal. Tel. Woodbury 82316.

Application form and job description from Director of Social Services, County Hall, Exeter. Tel. Exeter 77877 ext. 519.

Closing date 15 April, 19.

DEVON

BOROUGH OF SOUTH TYNESIDE
Directorate of Education

Community Centre Warden

£4,248-£4,800 + £312

The post, at Jarrow Community Centre, provides new challenges and opportunities for candidates with wide experience in youth and community work. Purpose-built centre premises are to be completed this year and will offer extensive facilities including sports hall with stage, workshop, craft rooms, coffee bars, youth club rooms and practice gymnasium. A full establishment of experienced part-time staff will be employed to assist the warden.

Further Education and Youth Centre

£3,357-£4,017 + £312

A qualified teacher is required for Hebburn Comprehensive School and Chapwell Community Association, to be responsible for the co-ordination of activities in a rapidly growing community association based on this split-site school. In addition he/she will be required to develop and supervise adult education classes located at the school and undertake some teaching duties.

Assistance with removal and related expenses, and temporary housing facilities may also be available for both of these posts.

Application forms and further details available from the Chief Personnel and Management Services Officer (Ref. 33), Westoe Hall, Westoe Village, South Shields, Tyne and Wear (Tel. South Shields 3171).

Closing date for applications April 18, 1977.

Suffolk County Council

YOUTH SERVICE
Felixstowe and District
Full time

Youth Worker

required for delightful seaside town which is both a popular holiday resort and an expanding ferry and container port. Duties include:

- direct responsibility for thriving youth club
- support and supervision to a team of part time staff
- development of youth work in the district by all means possible including support to existing groups and encouragement of voluntary effort
- management of Centre, used primarily for youth work, but accommodating other community groups

Salary: JNC Range 3 (Points 2-8). £3,849-£4,320.

For details and forms, send s.a.e. to County Education Officer (GJS), Education Department, Grimwade Street, Ipswich, Suffolk. (Tel. 55801. Ext. 413 or 400).

OVERSEAS DEVELOPMENT

KNOW-HOW vital to developing countries

Education Overseas
Botswana

Secondary Education—Agricultural Science

To teach Agricultural Science at Secondary level up to Cambridge Overseas School Certificate (O Level) and to contribute fully to extra curricular activities. Applicants, up to age 55, should have degree which includes a Biological Science and a post-graduate certificate of education. Non-graduate teachers holding Teachers Certificate from recognized College of Education (Biology must be major subject studied) and applicants holding Diploma in Agriculture also considered. Applicants must have at least two years' experience teaching biology/agriculture up to a standard equivalent to GCE O Level. Knowledge of tropical agriculture an advantage. Appointment 30-36 months. Graduates salary (currently under revision) in range £2,881-£7,241 p.a. which includes an allowance, normally tax free, in range £912-£2,730 p.a. Non-graduates salary (currently under revision) in range £2,222-£4,973 p.a. which includes an allowance, normally tax free, in range £738-£2,100 p.a. Terminal gratuity of 25 per cent p.a. of basic salary paid to both Graduates and Non-Graduates.

Other benefits include free family passages, paid leave, children's education allowances and subsidised accommodation. An appointment grant of up to £300 and an interest free car purchase loan of up to £1,200 may be payable in certain circumstances. Superannuation rights may be safeguarded. Applicants should be citizens of the United Kingdom.

For full details and application form please apply quoting ref. 315, giving details of age, qualifications and experience to:—

ODM

Appointments Officer,
MINISTRY OF OVERSEAS DEVELOPMENT,
Room 301, Eland House,
Stag Place, London SW1E 5DH.

HELPING NATIONS HELP THEMSELVES

YOUTH AND COMMUNITY SERVICE continued

BEDDRIDGE
Hamilton Borough of
Redevelopment

YOUTH TOWER or TEN-TIME WARDEN

WORTHSWAIN YOUTH AND ADULT CENTRE

Woodridge High School
St. Hamilton Road, Hamilton Green
Essex

Applications are invited from suitably qualified and experienced persons for the above post. The Youth Tower, who will be a qualified teacher, will be required to undertake teaching duties within the school. In addition to being responsible for the Youth and Adult centre, consideration will be given to the appointment of full-time Warden, whose duties will be specifically concerned with the Youth and Adult Centre programme.

Salaries are as follows:—

Youth Tower—Burnham Scale 3 £3,765 to £4,314 (point of teaching duties weighting plus £312 supplement payment).

Warden—Burnham (1) Lecturer 1 £3,765 to £4,314 (Principal of Building, Youth Centre plus £312 supplement payment).

Application forms and further details are available from J. K. Cordingham, Chief Education Officer, Education Office, Wilderness High Road, Hively, Essex IG1 7NN, to whom completed applications should be returned by Friday, 15th April, 1977.

SAVE THE CHILDREN FUND

THE SOCIAL WORKERS/YOUTH LEADERS required for an Intermediate Treatment Centre in rural Hampshire, Sussex. The Centre accommodates 20 girls and boys for short residential courses. Applicants should be qualified to offer one or more skills in working with adolescent group actively negotiating full time work and leisure pursuits, world in outdoor pursuits, art and drama.

These posts are non-residential and the salaries will be negotiable within the appropriate Whitley scales.

For informal discussion contact Mr Clive Hodge, Telephone West Harting 2, to be application forms write to Director of Child Care, Save the Children Fund, 157 Clapham Road, London, SW9 0PF

WEST SUSSEX
SOUTHLAN EDUCATION AREA
YOUTH WORKER FOR THORNHAM CENTRE
Hampshire

A large and lively Centre used by young people and the community. Will suit qualified and experienced Youth Worker who can cope with the scope of their work and be prepared to run clubs and groups, help to supervise and generally assist.

Salary: Jnc Range 3 (points 4-7 £3,849-£4,320 plus £312 supplementary payment for approved qualified and experienced Youth Worker.

Form and particulars from Area Education Officer, 7 Chichester Road, Southlan, West Sussex.

YOUTH AND COMMUNITY SERVICE

Applications are invited from suitably qualified and experienced persons for the post of YOUTH TOWER or TEN-TIME WARDEN

Woodbridge High School
St. Hamilton Road, Hamilton Green
Essex

Applications are invited from suitably qualified and experienced persons for the post of Youth Tower, who will be a qualified teacher, who will be required to undertake teaching duties within the school. In addition to being responsible for the Youth and Adult centre, consideration will be given to the appointment of full-time Warden, whose duties will be specifically concerned with the Youth and Adult Centre programme.

Salaries are as follows:—

Youth Tower—Burnham Scale 3 £3,765 to £4,314 (point of teaching duties weighting plus £312 supplement payment).

Warden—Burnham (1) Lecturer 1 £3,765 to £4,314 (Principal of Building, Youth Centre plus £312 supplement payment).

Application forms and further details are available from J. K. Cordingham, Chief Education Officer, Education Office, Wilderness High Road, Hively, Essex IG1 7NN, to whom completed applications should be returned by Friday, 15th April, 1977.

Overseas Appointments

ROME
St. Gabriel's Preparatory School, Educational Day School, from mid-Sept. for 11-13 years.
Specialist Primary and Secondary Experienced in all-ability teaching. Full curriculum leading to Lower Level "O" Level and "A" levels and university entrance.
The school salary scale has recently been revised to match British Burnham principles and is at current exchange rate higher than Burnham. In addition, the school pays flight, accommodation allowance, dependants allowance, family tax-free and settling-in allowance.
Leaving bonus of one month's salary per year of service. Employee's contributions to British superannuation and British health and pension schemes.
Required for September 1977:
Primary-trained BILINGUAL TEACHER with minimum of five years' experience to work in primary department with children taught with both reading and language attributes.
Some teaching periods would also be taken in the Secondary Department of the Primary school. Applicants must have experience of teaching specialist subject (e.g. English) and problems and appropriate teaching materials must be arranged to develop the school's resources in this field. Qualifications must include detailed specialisation and should be accompanied by testimonials referring to successful teaching.
HEAD of UNIVERSAL EDUCATION, MATHEMATICS DEPARTMENT. Applicants must be Physical Education Specialists of at least five years' experience with organisational ability, who can teach and co-ordinate Physical Education and sports throughout the school, including some work in the Primary Department.
Applicants for both posts should send a full curriculum vitae, their telephone number, and the names, addresses and references number of two referees to: T. B. Jackson, Dominican S.T.E.P., Ashfield House, Aldwych, London, to arrive by 6th April. Interviews in London after Easter.

COLOMBIA
Applications are invited from single MEN and WOMEN for the post of PRIVATE TUTOR
Applicants must be Anglo-Colombian family who live on a 1,000-acre farm in the south of the Caribbean. There are three boys who require assistance. They are full starting "O" level corresponding courses and the sixth, 11-years old, is using a BENGER course. Knowledge of Spanish is desirable and/or experience of teaching.
The Tutor will live as a member of the family.
Passage will be paid and free board and residence provided. A "pocket money" salary is offered and the post will be from September, 1977, to July, 1978, renewable.
For further details please apply to Mrs St. Lodge, of Hailsham, Sussex (Tel. Hailsham 3 ...) or Mrs Sayville Street, London W1X 2HH. Telephone: 01-734 6164.

FINLAND
DIRECTOR OF STUDIES
We are looking for a MAN with experience in teaching in the field of ELT, teaching, advising, supervision and management.
THE HELSINKI LANGUAGE CENTRE
is a highly successful young school with fully qualified teaching staff (teaching 8 languages).
We offer interesting work in pleasant surroundings, partial salary, travel expenses and accommodation.
Applications with detailed CV, photo to: Kielikeskus Language Centre, Kalevankatu 11, Helsinki, Finland.

QATAR
Immediate vacancy for experienced TEACHER of ECONOMICS. Minimum Upper Second honours degree in Economics. Preferably single, but a married man will be considered, especially if his wife has essential skills and is prepared to work.
He will teach a three-year course in Economics through a study of British Commerce and Institutions. Also basic Arithmetic and Elementary related to industry in the area. The course leads to B.A.E. Stage 2 examinations.
Good monthly salary paid in local currency, tax free, free furnished accommodation, generous annual leave.
Please apply to Recruitment Manager, The Private Schools Limited, 75 Kinnerton Street, London, S.W.1.

FLORENCE
THE ENGLISH INTERNATIONAL SCHOOL
required for September, 1977, TEACHERS with at least three years secondary teaching experience: ENGLISH, HISTORY, MUSIC, MATHEMATICS, PHYSICS, CHEMISTRY, BIOLOGY.
Candidates should offer two of these subjects at least one to "A" level. Homemaker required to be responsible for boarders and domestic organisation: ideal for teacher's wife.
Salary and conditions in line with international schools.
Please reply including telephone number and name and addresses of three referees, copies to Headmaster, 41 Marlborough Hill, London, N.W.8. Interviews London April.

NEW GUINEA
INFANT PRIMARY trained TEACHER required for a two-teacher, Anglican, N.S.W. curriculum school at Bougainville, Papua New Guinea.
Initial two-year contract with leave fare at end of two years. Twenty weeks' total leave per year. Salary K8,520 per annum (£6,140 at current exchange rates).
Bougainville is the administrative centre of the Northern Province accessible from Port Moresby by aeroplane (1½ minutes). Inexpensive elevated facilities but not as extensive as in United Kingdom towns.
Applications to Chairman, Board of Directors, International School, Box 19, Bougainville, Northern Province, Papua New Guinea.

FINLAND
required by the English Club of Helsinki a TEACHER for the English Kindergarten from September, 1977. Kindergarten runs two 2-hour sessions daily with 20 children each, aged 3 to 7 years.
Possibility for extra income through private conversation lessons.
Applications to Martti Ojanperä, Kivikko Scandic Leipäkuu 6, SF-00400 Helsinki-Finland.

MINISTRY OF DEFENCE

SERVICE CHILDREN'S EDUCATION AUTHORITY

SECONDARY SCHOOLS SEPTEMBER 1977

Applications are invited from qualified secondary Teachers, who are at present teaching in schools in the United Kingdom, for vacancies in Service Children's Schools overseas with the British Families Education Service in the Federal Republic of Germany and also for Cyprus and Hongkong commencing September, 1977.

FEDERAL REPUBLIC OF GERMANY

CORNWALL SCHOOL DORTMUND

Scale 4 Head of Faculty of Humanities and History
A well-qualified and experienced Teacher of History, preferably a graduate, is required to teach to "A" level. As Head of Faculty he/she will be responsible for the coordination of all Integrated Humanities courses. Must be willing to participate in boarding house duties.

KINGS SCHOOL GUTERSLOH

Scale 3 Youth Tutor
A teacher is required with training and experience in youth work, to develop the leisure time interests of young people in the catchment area of King's School, Ia, Bielefeld, Detmold, Gutersloh Lippstadt Oerlinghausen and Senneloger and to make contact with senior pupils in the school situation.

WINDSOR BOYS SCHOOL HAMM

Scale 2 Head of Business Studies
A teacher able to teach Economics to "A" level is required to be responsible for the small department offering courses in economics, commerce, civics, office practice and typing. Must be willing to participate in boarding house duties.

QUEENS SCHOOL RHEINDAHLEN

Scale 1 Business Studies
Teacher able to offer commerce, office practice, typewriting and shorthand (Pitman's 2000) required for courses leading to GCE, CSE, RSA and C and G examinations.

CYPRUS

ST JOHN'S SCHOOL episkopi

Scale 3 Mathematics—Head of Department
A good graduate is required to teach Pure and Applied Mathematics to "A" level. A knowledge of statistics is desirable. The department for which he/she will be responsible includes 4-plus teachers and employs both SMP and Scottish Modern Mathematics.

Scale 1 Teacher of Mathematics
A graduate required for the above department who is also willing to offer assistance with lower school General Science.

HONG KONG

ST GEORGES SCHOOL KOWLOON

Scale 3 Geography Head of Department
Graduate teacher to "A" level is required to lead team of three teachers. It is essential that applicant is familiar with the techniques of "new" Geography, particularly quantitative analysis.

MODERN LANGUAGES
TEN TEACHERS OF BOTH FRENCH and GERMAN

(graduates or non-graduates) are required to teach both languages at various levels in Germany, Cyprus and Hongkong. All posts are initially at Scale 1.

Salary is in accordance with current Burnham Scales plus the £312 pay supplementa and London Allowance of £402 per annum. Superannuation: normal rights are safeguarded. Foreign Service Allowance: a tax-free allowance is payable. Accommodation: is provided rent-free. Duration of Engagement: initial engagement is for three years. All applicants should normally be resident in the United Kingdom. Teachers do not normally serve in the Service Children's Schools abroad after the age of 50, and, therefore, the preferred age is under 47 years at the commencement of the engagement.

Requests for application forms and further information should be made on a postcard or by telephone to:—

SCEA

Service Children's Education Authority
(C)AW3148
Teacher Appointments Section
IAE Court Road, Eltham
London SE9 5NR
Telephone 01-859 2112
Extension 234 or 245

Interviews will take place in London during the last week of April and the first week of May.

MOROCCO

The Centre for British Teachers, at the request of the Government of the Kingdom of Morocco, is expanding its successful English Language Teaching scheme in Moroccan lycees by recruiting a further 80 British teachers for the coming academic year.

- Contracts are from September 1 1977 for two years, but may be terminated in the first year.
- Contracts are renewable.
- Salary (currently under review) is not less than £320 per month free of tax (paid in Dirhams).
- Fares paid to and from Morocco.
- Good medical cover.
- Centre welfare and resettlement advice service.
- In-Service training and opportunities for materials writing.

Qualified graduate teachers with at least two years' experience teaching English to foreigners and with a good knowledge of spoken French. Apply to :

The Centre for British Teachers (M/TE 2)
Quality House,
Quality Court,
Chancery Lane,
London WC2A 1HP.
Telephone 01-242 2982.

OVERSEAS TEACHING POSTS

LECTURER/PROGRAMME ORGANISER IN ELT AND ESP
(Tunisia)

The English Department, Bourguiba Institute of Modern Languages, University of Tunis.
To direct a Materials Production team and lecture in ELT and ESP.
UK degree, postgraduate qualification in ELT and at least 5 years' experience in ELT and ESP including materials production essential.
Good knowledge of French and/or Arabic desirable.
Preferred age range 25-40.
Salary, £5,210 to £7,054 p.a. plus 10 per cent inducement.
Benefits : Free accommodation overseas and children's allowances and other benefits. Two year contract renewable.
77 CU 21

ASSISTANT PROFESSOR OF ENGLISH
(Liberia)

University of Liberia, Monrovia
To lecture in English Language and Linguistics and set up courses in Remedial English and ESP.
A first degree in English or Modern Languages and a Master's Degree plus a postgraduate TEFL qualification, or an MA in Applied Linguistics. At least 3 years teaching experience abroad.
Preferred age range 25-35.
Salary £5,210 to £7,054 p.a.
Benefits : Free accommodation ; overseas and children's allowances and other benefits. Two year contract renewable.
75 HU 112

TEACHERS OF ENGLISH
(Singapore)

Nanyang University
Four Lecturers in English as a Second Language.
Candidates should hold a degree, preferably in English, a PGCE with TEFL/TESL element and some experience in teaching EFL/ESL desirable. Previous overseas experience would be an advantage.
Preferred age range is 25-35.
Salary : S$1,100 to S$2,000 per month (approx. £3,300 to £6,000 p.a. at current exchange rate).
Benefits : Subsidised accommodation ; medical scheme . baggage allowance.
Contract with University for 2 or 3 years renewable.
77 PU 17-20

DIRECTOR OF STUDIES
(Greece)

The British Council Institute, Saloniks.
Candidates, preferably in the age range 30-45, should be University graduates with a PGCE with TEFL content and a minimum of 5 years' EFL experience as Director of Studies or Head of Department desirable.
Salary : Drs 19,960 to Drs 30,770 per month (approx. £3,758 to £5,808 p.a.).
Benefits : annual bonus.
Two year local contract renewable.
77 RO 26

LECTURER/TEACHERS OF ENGLISH
(Iran)

Irano-British Ship Management Co., Abadan.
Lecturer, Senior Teacher and Teacher required to prepare ESP materials and/or teach general and technical English to FCE level to naval cadets and ratings.
Lecturer : Degree/teacher's certificate ; 1 year postgraduate TEFL qualification, 6 years' TEFL experience including 2 years' specialised ESP.
Senior Teacher/Teacher : Degree/teacher's certificate and 3 years' relevant experience essential. One year postgraduate TEFL qualification essential for Senior Teacher desirable for Teacher. Experience of Materials preparation and ESP desirable.
Salary : Lecturer, £3,210 to £6,028 p.a.
Senior Teacher, £4,569 to £5,816 p.a.
Teacher, £3,732 to £4,374 p.a.
Benefits : Abadan Allowance ; free furnished accommodation, employer's portion of UK Superannuation. Two year contract with the British Council
77 HO. 32-34

Return fares are paid. Local contract is guaranteed by the British Council. Please write, briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post for further details and an application form to The British Council (Appointments), 65 Davies Street, London W1Y 2AA.

THE BRITISH COUNCIL

OVERSEAS Appointments continued

FINLAND
We are an International Hotel affiliated private Language school teaching adult to attorney and self-employed students to be ready to English, and we are looking for qualified, experienced EFL teachers to join our staff next autumn.
Contract centre, 10 months from 1 September, with possibility of renewal. Qualifications, EFL Diploma, RSA Teachers Certificate or postgraduate degree in Applied Linguistics, plus two years' experience.
If you are interested in coming to Finland, apply with c.v. for further information to : Kielipalvelu Lahtinen, Hotelli Helsinki to Finland.

FRANCE
Nancy
L.E.I. TEACHERS required immediately and for September, 1977. Only candidates with recognised L.E.I.L. diploma should apply. We would also consider candidates with valid L.E.I.L. experience, i.e. other high affiliate diploma, summer courses, and school assistantship abroad.
Salary range 2,700 to 3,000 francs a month. Interview in London.
Apply always, with photograph, curriculum vitae and references to The McKees, 26 Ave Lamiley, 40000 Nancy, France

NEW ZEALAND
BAGHDADI COLLEGE, Mangere
Years 9 - 13 for Senior and Junior TEACHERS of MATHEMATICS, PHYSICS, BIOLOGY, ACCOUNTS, SHORTHAND, WORK, LANGUAGES.
Schools typical teachers would be considered.
Mangere is an island township of approx. 6,000 people approximately 30 miles from Auckland and has all amenities including housing for teachers in all schools and colleges.
Housing, fishing, camping and golf facilities are superb.
The school roll is over 500 and pupils are receptive.
A forward looking and vibrating programme is provided.
For further information contact New Zealand House after selling in the Principal, Box 571, Mangere via Huntaroa, New Zealand.

BERMUDA
BERMUDA HIGH SCHOOL FOR GIRLS
Require for September, 1977, a suitably qualified and trained TEACHER OF MODERN LANGUAGES (GERMAN to G.C.E. 'O' level and North American University Entrance, and THREE to the Lower Senior School.
Applications with full curriculum vitae and names and addresses of two referees should be addressed immediately to the Headmistress, The Bermuda High School for Girls, Paulmier 5-51, Bermuda. Interviews in London in May.

IRAN
BRANCHAMP TEHRAN INTERNATIONAL SCHOOL
is considering applications for HEAD OF MUSIC to cover the 11-18 range.
HEAD OF SECONDARY SCHOOL to cover the 11-18 range.
HEAD OF MUSIC, HEADS OF ENGLISH and HUMANITIES.
Duly applicants leading to certification, and experience.
Telephone 01-[illegible] for brochure.
For further information to the school phone 584 [illegible] 1945.

AFRICA
TEACHERS for all subjects are needed in Catholic schools throughout Africa. We also require lay commitment for dedicated people to join the life and work of the Church.
Please send postage for 50 p to Victoria Head, Id, 50 Victoria Road, London SW1 [illegible]

ZAMBIA
Secondary and Primary vacancies. Commerce Trades, English, Maths, Science, Technical Subjects. Catholic, United Church and relevant boarding schools. Single or married teachers. Qualified teachers with GRE, commencing salary £3,000 p.a. Free passages, free accommodation, free medical attention, free education for children. Apply to Christian Aid, 13 Tufton Street, London S.W.1.

OVERSEAS DEVELOPMENT

KNOW-HOW vital to developing countries

Education Overseas–Burma
Adviser in Education Planning

To advise Director General, Department of Higher Education in identification of priority projects in education field; rationalisation in structuring and restructuring of education systems ; strengthening inter-relationship between educational planning and manpower planning. Applicants, aged about 45, should have theoretical and practical experience in field of Education Planning and Statistics, with knowledge of Technical and Vocational Education. Appointment 3 years.
Salary according to qualifications and experience plus variable tax free overseas allowance in range £885 to £2,300 p.a. Superannuation rights may be safeguarded.
The post is wholly financed by the British Government under Britain's programme of aid to the developing countries. In addition to basic salary and overseas allowances other benefits normally include paid leave, free family passages, children's education allowances and holiday visits, free accommodation and medical attention. Applicants should be citizens of the United Kingdom.
For full details and application form please apply, quoting ref. 317, giving details of age, qualifications and experience to :—

Appointments Officer,
MINISTRY OF OVERSEAS DEVELOPMENT,
Room 301, Eland House,
Stag Place, London SW1E 5DH.

ODM HELPING NATIONS HELP THEMSELVES

THE CENTRE FOR BRITISH TEACHERS LIMITED
GERMANY

The Ministries of Education of Nordrhein-Westfalen, Niedersachsen and Bremen/Bremerhoven require British teachers for the academic year 1977/78 to teach English in secondary schools and Further Education establishments.

Qualifications
Applicants must possess a University degree, a teaching qualification, teaching experience and a good knowledge of spoken German.

Salary
£380-£485 per month paid in German Marks. Entry point depends on number of years previous full-time experience. An allowance of £66 per month is paid to married teachers and £22 per month for each dependent child.
(DM 4.5 equals £1)
Salaries are free of German and British income tax for periods of 12 months and upwards.

Contract
Contracts are for one calender year from August, 1977 (exact starting dates vary according to State).

Teaching Load
20-23 45-minute class periods a week depending on State and school type. Classes usually take place in the mornings only.

Travel
Fares to and from Germany at the beginning and end of the contract for teachers and their families are paid by the Centre. Arrangements are made for the transportation of heavy baggage.

National Insurance and Superannuation
The employer's contribution to the British National Insurance scheme and Superannuation (where applicable) will be paid by the Centre.

Preparation
Teachers appointed are given detailed information about life and work in Germany. Briefings are held from April until June in Britain and Orientation Courses in Germany immediately before teachers go into their schools.

Resettlement
The Centre's Resettlement Department gives advice to teachers returning to teach or study in Britain after service in Germany.

Recognition of Service
Service with the Centre in Germany is recognised by the British Education Authorities as full teaching service for incremential purposes on return to the United Kingdom.

For details and application forms : The Centre for British Teachers Limited (T10), Quality House, Quality Court, Chancery Lane, London WC2A 1HP. Tel. 01-242 2982/5.

NORWAY

Birklea, British School, Oslo

Co-educational day school (170 pupils 4-14 years) requires teacher of Mathematics and Science for expanding secondary department. Candidates should be university graduates with minimum of 2 years teaching experience and able to present pupils for London 'O' level examinations. Admin. experience an advantage.

Two year contract renewable, salary paid in Norwegian Knr. Interviews in London. Contact: Sarah Acres on 01-540 8291, ext. 247, for application form or write :

care of Brown and Root (U.K.) Ltd.,
83 Hertfield Rd.,
London SW19 3TR.

OVERSEAS Appointments continued

JAMAICA
UNIVERSITY GRADUATE in Geography and History with ability to English and languages is required for a post in a small university in the central region of Jamaica, attached to a boarding school.
Salary J$7,302 by J$300 to J$9,522 per annum. Three-year contract, air fare J$250 paid on appointment.
Send resume to Director of Studies, Belair School, P.O. Box 156, Mandeville, Jamaica, West Indies.

GREECE
A qualified ENGLISH TEACHER wanted to work at a Language School for the Summer Term, from June 1st to September 15th.
Excellent conditions of work, very good salary, paid holidays.
Write to K Papandreou, School of Modern Languages, Athens, Greece.

GERMANY
ENGLISH TEACHER required immediately, a native speaker of German and commercial life would be advantageous.
The Inlingua School of Languages, 10307 Frankfurt/Berlin, Ludwigsstr. 14 (Germany) [illegible]

SPAIN
Young experienced FILM TEACHER required for Madrid, Barcelona and Valencia for October 1977 and for November 1977 to 30th June 1978.
Apply: Beauty General Manager, La Casa Jamiens, Plaza de Salamanca 11, Madrid 6, Spain.

HONGKONG POLYTECHNIC

Applications are invited for the following posts tenable from 1st August, 1977, or as soon as possible thereafter :

HEAD
Institute of Medical & Health Care

To complement the Faculty of Medicine of the University of Hong Kong and the proposed Faculty of the Chinese University of Hong Kong, it is intended to establish within the Polytechnic an Institute offering courses in para medical fields and areas allied to medicine.
(The existing Government run Social Work Training Organisation will transfer to the Polytechnic by the start of the next academic year and might at a later date constitute a Unit within the Institute).
It is planned to open the Institute in 1979 with courses in Physiotherapy, Occupational Therapy, Radiography, Pharmacy, Optometry and the Medical Laboratory Technician course.

- Candidates should be qualified in the medical sciences, or in Applied Biology with a background appropriate to Health Care. Extensive experience in both management and teaching are desirable.
- The initial task will include evolving the academic content of the courses in conjunction with those Departments in the Polytechnic which will provide service teaching ; collaborating with the Medical and Health Department, the Universities, private sector hospitals and Government Laboratories ; to provide appropriate clinical training and specialist lectures ; planning, and equipping the laboratories needed, determining Hong Kong's future needs for qualified personnel in Health Care in its broadest sense and initiating full, part-time or short courses and preparing service courses as required by other Departments.

HEAD
Department of Hotel & Catering Management

This Department is to be established in 1978. It will be a constituent member of the Division of Commerce and Design, supervised by the Associate Director. Initially it proposes to offer a full-time Higher Diploma course of three years' duration, operated on a sandwich basis with alternate training in the Polytechnic and Hotels. This course is primarily to cater for local needs and the Head of Department will be responsible for designing the programme in consultation with local industry.
The successful candidate will be required to organise the department, plan and develop the course structure and teaching facilities, recommend equipment if required, participate fully in the work of the Division and promote effective communication with industry and the community.

- Candidates should have :
  - (a) a recognised degree or professional qualification of at least first degree level relevant to the field of study of the department and
  - (b) appropriate training in all departments of a hotel including practical work in the kitchen and restaurant and
  - (c) at least five years' experience in a professional capacity in the Hotel and Catering Industry *plus* five years' experience in a tertiary education institution preferably at Principal Lecturer or equivalent level (these periods may overlap), or a suitable combination of industrial and tertiary level education experience with a total of not less than 10 years and
  - (d) organisational and administrative ability and experience.
- Salaries within a range, but not less than HK$115,800 p.a. (£14,658) (HK$79 equals £1 at 17th March, 1977)
- Appointments will initially be on a gratuity-bearing contract term of four years but suitable candidates may, at the discretion of the Polytechnic, be considered for conversion to superannuable terms after two years of service.
- Benefits include passages long leave, subsidised accommodation, medical and dental treatment, children's education allowances and a terminal gratuity equal to 25 per cent of basic salary received over the entire contract period.

Further details from the Recruitment Unit, TETOC (Technical Education and Training Organisation for Overseas Countries), 35/37 Grosvenor Gardens, London SW1W 0BS. Ref. HKP/

Completed applications to be returned by 30th April, 1977, or as soon as possible thereafter.

tetoc

OVERSEAS DEVELOPMENT

KNOW-HOW vital to developing countries

Botswana
EDUCATION OVERSEAS
Primary Teacher Trainers
– Mathematics

To teach mathematics to student primary teachers with particular reference to upgrading the students mathematical competence to about GCE O level standard, and providing professional training in teaching of mathematics throughout full primary school age range ; to contribute to extra curricula activities of the College. Applicants should have degree in Education with mathematics or degree in Mathematics or allied subjects and postgraduate certificate in education. Non graduate teachers with suitable experience also considered. Applicants should have minimum 4 years' experience teaching in primary or middle school, although other relevant experience may also be considered, and preferably experience in full or part time teacher education work.

Primary Teacher Trainers
– English

To teach English to student primary teachers with particular reference to upgrading the students language competence to about GCE O level standard, and providing professional training in teaching. English at primary school level ; to contribute to development of English Language teaching methods ; to participate in courses and workshops organised by Botswana Ministry of Education ; to contribute to extra curricula activities of the College. Applicants should have degree in English as a major subject and post graduate certificate in education. A specialist TEFL qualification desirable. Graduates in other relevant arts subjects with appropriate qualifications and experience and non graduate certificated teachers also considered. Applicants should have minimum 4 years' experience teaching English at primary or middle school level, and preferably experience in full or part time teacher education work.

Secondary Education
– Mathematics

To teach mathematics at secondary level to Cambridge Overseas School Certificate (O level) and assist in extra curricula and pastoral activities of the school. To undertake boarding duties where necessary. Applicants should have degree in Mathematics or allied subjects and post graduate certificate in education. Non graduate teachers with suitable experience in teaching also considered. Applicants should have minimum 2 years' experience in teaching mathematics at secondary level to GCE O level standard.

Secondary Education
– Home Economics

To teach Home Economics (Domestic Science and Needlework) to Cambridge Overseas School Certificate (O level) ; to assist with in service courses and workshops during vacations ; to contribute fully to extra curricula activities at the school. Applicants should have degree in Home Economics and post graduate certificate in education. Non graduate certificated Home Economics teachers also considered. Applicants should have minimum 2 years' experience teaching Home Economics to GCE O level standard.

Secondary Education
– Science

To teach science at secondary level to Cambridge Overseas School Certificate (O level) and contribute fully to extra curricula activities of the school eg Science Club etc. To undertake boarding duties as required. Applicants should have degree in science subjects and post graduate certificate of education. Non graduate certificated teachers with appropriate experience also considered. Applicants should have minimum 2 years' experience in teaching science at secondary level to GCE O level.

All appointments 30-36 months, applicants up to age of 55
Graduates salaries (under review) in range £2,881 to £7,241 pa which includes an allowance, normally tax free, in range £912 to £2,730 pa.
Non graduates salaries (under review) in range £2,222 to £4,873 pa which includes an allowance, normally tax free, in range £738 to £2,100 pa.
Terminal gratuity of 25 per cent pa of basic salary paid to both graduates and non graduates.
Other benefits include free family passages, children's education allowances and subsidised accommodation. An appointment grant of up to £300 and an interest free car purchase loan of up £1,200 may be payable in certain circumstances.
Superannuation rights may be safeguarded.
Applicants should be citizens of the United Kingdom.
For full details and application form please apply, indicating post concerned, giving details of age, qualifications and experience to :—

Appointments Officer,
MINISTRY OF OVERSEAS DEVELOPMENT,
Room 301, Eland House,
Stag Place, London SW1E 5DH.

ODM HELPING NATIONS HELP THEMSELVES

TEACHERS OF ENGLISH

(Greece)

The British Council Institute, Salonika
2 Teachers of English.
Candidates should be University graduates preferably with a PGCE and TEFL qualification.
Some EFL experience desirable. Preferred age range 24-45.
Salary: Drs 18,000 per month (approx. £3,396 p.a.).
Benefits: annual bonus.
2 year contract renewable.
Please write, briefly stating qualifications and length of appropriate experience, quoting reference number 77 RO 35-36 and title of post for further details and an application form to The British Council (Appointments), 65 Davies Street, London W1Y 2AA.

THE BRITISH COUNCIL

Tameside Metropolitan Borough

TAMESIDE COLLEGE OF TECHNOLOGY
EDUCATION DEPARTMENT

SENIOR ADMINISTRATIVE OFFICER

£4,239-£4,548 + £312 p.a. Supplement

To be responsible to the Principal for the overall administration of the college, including the introduction of administrative systems and budgetary control.

Applicants should have several years' educational administrative experience and possess a formal qualification in public administration or an allied field.

Further details and application forms available from Chief Personnel Officer, Wellington House, Mercian Way, Ashton-under-Lyne, Greater Manchester (061-330 8358 ext 2) to be returned by 11th April.

Tayside Regional Council

Education Department

DIVISIONAL CAREERS OFFICER

£3,957-£4,395 + £312 pay supplement
(Ref. 473/76)

Who Cares About Careers Guidance and Employment For Young People?

There is a dedicated group of Careers Officers and support staff working in the three Divisions within Tayside Region—they care.
In Dundee, where there is a particularly challenging environment, a vacancy now exists for a Divisional Careers Officer to take charge of a busy city office.
An experienced Careers Officer with a Degree and/or Diploma in Careers Guidance is needed. If you care enough to want to contribute where it is most needed, we want to hear from you.
A job specification is available.
Candidates of either sex may apply.
Applications and forms available from and returnable to the Personnel Officer, 16 Albert Square, Dundee. Tel. 23261, Ext. 3881.
Closing date: Friday, 15th April, 1977.

METROPOLITAN BOROUGH OF SOLIHULL
Education Department

Careers Officer

AP3 (£2,922-£3,282), plus £312 supplement

A vacancy for a trained Careers Officer to advise pupils on careers and further education opportunities and to introduce young people to prospective employers.

Grants towards removal and re-settlement expenses in approved cases.

Application forms and further particulars (please quote ref. TES 1012) from Town Clerk, P.O. Box 16, Council House, Solihull, West Midlands. (Tel. 021-705 6769, ext. 241). Closing date 15th April, 1977.

OVERSEAS Appointments Continued

ITALY
Female TEACHER of ENGLISH required by Summer School in North.
To commence October
For further information, contact Mrs. Thomas, 90 Lakeside Village, London, W.4 Tel 01-995 [illegible]

SPAIN
ENGLISH LANGUAGE TEACHERS required to staff end of Summer Term. Interviews London, May.
The English Centre, Nuñez de Balboa, 114, Madrid—

SPAIN
UNIVERSITY OF BILBAO
ENGLISH
TEACHERS for ENGLISH
See University Appointments.

THREE TEACHERS of ENGLISH as a Foreign Language for school in the south of Spain. Year's contract from October 1st. Knowledge of Spanish essential.—Write Box 1425 The Times, WC1X 8EZ.

CO-EDUCATIONAL Boarding School for American University preparation seeks qualified teaching applicants in all subject areas. Grades 7 through 12. Write Box 8747, The Times WC1X 8EZ.

Administration

Local Education Authority

DONCASTER
METROPOLITAN BOROUGH COUNCIL
EDUCATION SERVICES

PRINCIPAL CAREERS OFFICER
Grade PO1 (£5,586 to £6,564 plus £312 supplement)
To be responsible to the Senior Education Officer (Further and Higher Education) for the planning, organisation and control of the Careers Service.
Applicants should preferably have a University Degree or Diploma, Teaching Certificate or similar qualification, association of a Diploma in Child Guidance or Careers Service qualification an added advantage.
Assistance with removal and housing expenses will be paid where appropriate.
Application form and further details are available from the Chief Executive (Personnel Section), Doncaster Metropolitan Borough Council, Priory Place, Doncaster (DN1 3BU). Tel. Doncaster (0302) 34311.
Closing date for applications 18th April, 1977.

HARINGEY
(London Borough of)
EDUCATION SERVICE:
CAREERS
CAREERS ASSISTANT
Salary £3,618 to £3,870
Applications are invited from men and women over the age of 23 years.
Interesting and varied duties, assisting the professional Careers Advisers, interviewing those seeking employment, contact with employers and a variety of clerical work.
Candidates should have a good standard of education, and experience of work with young people would be an advantage. An ability to establish good personal relationships is essential.
Application forms and further particulars from the Chief Education Officer, Education Office, Somerset Road, Tottenham N17, returnable by April 18, 1977.

HARINGEY
(London Borough of)
EDUCATION SERVICE
COLLEGE OF FURTHER AND HIGHER EDUCATION
HOLLOWAY
Hilldrop Road, London N10 4nu
Telephone 01-800 [illegible]
Principal: Alan Hensling
Vice-Principal: Ken Ashby
ADMINISTRATIVE POST
Salary £3,618 to £4,470 Are per annum, subject to review.
Official deputy to the Chief Administrative Officer and responsible for area of work involving student enrolments, statistics, computer-based student record, examinations, inter-authority payments.
Experience of Education Administration and knowledge of computerised procedure essential.
Full details and application form from the Principal, returnable within 14 days of this advertisement.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
LINDEN TOWN COLLEGE
Grove Southend Road, Romford, Essex
Principal: Mr. G. Hook, M.Ed., M.Sc.
Salary £3,241 to £3,618 per annum inclusive
The Chief Inspector will be responsible to the Inspector for coordination of the council's education advisory service and will be expected to make a particular contribution to the development of comprehensive education in the borough.
Applicants should be well qualified academically with a proven record in senior teaching appointments, and experience of advisory or similar work with schools. A sound grasp of curriculum and organizational problems is essential.
Application and application forms from the Director of Educational Services, Mercury House, Romford, Essex. Mercury House, Romford, Essex. Closing date 25th April 1977.

HOUNSLOW
(London Borough of)
EDUCATION DEPARTMENT
HEADSTART
Salary £3,561 to £4,380 plus £312 supplement, rising to £4,692 plus Weighting (Inner) to be responsible for planning and supervision of enrolment procedures; compilation of class lists; student record registers; the overall co-ordination of all administrative arrangements and the provision of statistical information.
It is hoped to appoint a person with experience of Inner London and a good knowledge of statistics and computer systems.
Hounslow Borough College was formed by reorganization in September 1976 without further further education courses from the former Isleworth, Brentford, Heston and Hounslow Polytechnics, and Hounslow Polytechnic. It now provides education for approximately 9,000 full and part-time students. The annual turnover in examinations is for 5,000/7,000 entries across over 400 different papers set by some 20 examining bodies.
The administrative centre of the College is based at London Road, Isleworth, with satellite teaching centres at Brentford, Hounslow, Feltham and Hatt Road, Isleworth.
Applications in Secretary, Administrative Officer, Hounslow Borough College, Hounslow Campus, Isleworth, Middlesex. Tel: 01-568 0221 Ext. 2300. Closing date: 1st April 1977.

LIVERPOOL
EDUCATION COMMITTEE
Applications are invited for the following posts required as soon as possible. Teaching and further particulars may be obtained from the Director of Education, 14 Sir Thomas Street, Liverpool, L1 6BJ, to whom they should be returned by April 15th.
ASSISTANT FOR DIETETICS
£7,455 to £8,277, plus £312 per annum.
Applicants should possess appropriate academic qualifications and have suitable experience of teaching in further education.

LONDON
INNER LONDON EDUCATION AUTHORITY
CAREERS SERVICE
CAREERS OFFICER to join team of careers advisers who provide an information, vocational guidance and job vacancy service for students in G.C.E. Polytechnics and Colleges.
Salary: £4,551 to £5,061 inclusive of London Weighting and supplementary allowance.
Applicants should be graduates or the equivalent, hold a qualification in vocational guidance, having experience in industry, Careers Service or teaching, have good and up-to-date knowledge of the British Education system.
Details and application forms from Staffing Officer (Careers), County Hall, S.E.1. Adelphi Hall, County Hall, London, SE1 7PB, please enclose a stamped addressed foolscap envelope.
Please quote ref. 3/2.
Forms to be returned by 18 April, 1977.

NEWCASTLE upon Tyne
CITY COUNCIL
EDUCATION COMMITTEE
CAREERS SERVICES
Applications are invited for the post of
TRAINING CAREERS OFFICER
to PO2 Scale Trainee Grade £2,127 to £2,661 plus £312 per annum supplement.
Applications are intended for those wishing to obtain experience in a Careers Office before taking a course for the Diploma in Careers Guidance and applicants should have a degree or equivalent qualification recognised by the Local Government Training Board for entry into the course.
Application forms and further particulars available from the Director of Education, Civic Centre, Newcastle upon Tyne NE1 8HU, completed application form to be returned within a fortnight of this advertisement.

General

BRENT AND HARROW AREA HEALTH AUTHORITY
TEACHING WITH A DIFFERENCE
HEALTH EDUCATION OFFICERS
£3,396—£5,019 per annum inclusive

These two posts arise following the reorganization of the Health Authority's Health Education Service. The Service has two District and a population of that under 500,000.

The successful applicants would be responsible to the Area Health Education Officer and would be required to develop their enterprise and initiative on research and evaluation of all forms of health education. Liaison with Health Services and relevant outside bodies would be an important aspect of the work.

Experience in health education, health care or teaching is desirable.

For further details please contact the Area Personnel Officer, Signal House, Lyon Road, Harrow, Middlesex HA1 2EU. Tel. 863 6111.

NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH IN ENGLAND AND WALES

MIXED-ABILITY TEACHING PROJECT

Assistant Research Officer

Applications are invited for the post of Assistant Research Officer on the above project, which is examining various aspects of mixed ability teaching in comprehensive schools. Candidates should have teaching experience at secondary level and some knowledge of research methods. A degree in one of the social sciences would be an advantage. The post, which will be for one year, involves working closely with teacher groups, and individual teachers and entails travelling to schools in different parts of the Country.

Salary scale £2,922 to £3,282 plus £312 Salary Supplement plus £180 Local Allowance.

For application forms apply: Mrs. P. P. Harris, Personnel Officer, Post No. MAT04, National Foundation for Educational Research in England and Wales, The Mere, Upton Park, Slough SL1 2DQ. Tel.: Slough 28162.

CLOSING DATE FOR RETURN OF COMPLETED APPLICATION FORMS APRIL 15th.

INSTITUTE OF SWIMMING TEACHERS AND COACHES
at Loughborough, Leicestershire
requires a
GENERAL SECRETARY
This is a new appointment for a developing organization. The successful candidate will be responsible to a Management Committee for—
General Secretarial duties.
The further development and servicing of the existing membership of some 2,500.
Serving the Institute relating its to Regional Committees.
Liaising with the Amateur Swimming Association, the National Sports Council, manufacturers of sports equipment, etc.
And will be required to live in or near Loughborough.
Applicants must have personality, initiative, sound administrative ability and a good knowledge of or experience in swimming pool management.
Salary on scale £2,661 to £3,300 according to age, experience, qualifications and ability.
Letters of application, with the references, should be addressed to: The Chairman, Institute of Swimming Teachers and Coaches, Elsworth Gardens, Nottingham, by 30 April, 1977.
A copy of the constitution, outlining the objects of the Institute, may be obtained on application to the above.

Education Department

Professional Assistant

PO1(a) £5,286-£5,847 p.a. inc.

This vacancy occurs through a series of recent promotions within our forward-looking Education Department.
If you are looking for a move which could ultimately lead you to filling a top post in Education Administration, this could be the right one for you. As a Professional Assistant, you would be starting on the first rung of the ladder. To begin with, you would be a trainee, but gradually, with in-service training and planned movement, you would be developed to take on increasing responsibilities for the work of an Assistant Education Officer. It is our policy to combine administrative and advisory work, so that you will be able to continue to use your particular specialism in advising schools on curriculum matters.
We are looking for a qualified teacher with at least five years' experience in different teaching posts and a good Honours Degree and post graduate teacher training. The successful candidate will already have reached a position of responsibility within teaching. Please quote Ref. G217.

Assistant Education Officer

(Higher & Further Education)

PO2(e) £6,486-£7,161 p.a. inclusive

This new post has been introduced to strengthen the Branch following a re-organisation of the Senior Management structure of the Department.
We are looking for a qualified teacher preferably with a good class degree, with sound and successful teaching or lecture experience in more than one field, including Further Education. Ideally, the successful candidate will already have had administrative experience at senior level, and be capable of advising on a wide range of policy issues, affecting Higher and Further Education in the Authority. Please quote Ref. G218.
The Borough is within easy access of Central London and bordered by Epping Forest and the Lea Valley Regional Park.
Relocation expenses up to £500 payable in appropriate cases.
Application form from Personnel Officer, Town Hall, Forest Road, London E17 4JF. (Tel. 01-531 8899—24-hour answering service in operation).
Closing date 15th April 1977.

London Borough of Waltham Forest

Leicestershire

Senior Music Adviser

£7,281-£7,905

This is the second post within the music team in a County internationally famous for its strong musical traditions, School of Music and developing choral work. Candidates must have the ideas, imagination and vigour to assist with the present spread and development of practical music making in all its aspects, in educational establishments and elsewhere throughout the County. Further particulars on request, Leicester 671513 ext 256.

Applications (no forms) giving details of compositions, qualifications, teaching and practical experience especially in choral and orchestral work, together with one testimonial and names and addresses of two referees to Director of Education, County Hall, Glenfield, Leicester, LE3 8RF by 15th April.

West Glamorgan County Council

Assistant Education Officer

(Development/Forward Planning)
Salary Scale PO 2 (2) (£6,396-£7,074 + £312 supplement)

Applications are invited from suitably qualified persons (preferably graduates with teaching/administrative experience) for this vital "Fourth Tier" post within the Central Office structure of this Education Authority.
Application forms and further particulars are available from the undersigned on receipt of a stamped, addressed foolscap envelope. Completed forms must be returned by Friday 15th April, 1977.
John Beale, Director of Education, Education Department, Princess House, Princess Way, Swansea.

Education Department

Adviser for Physical Education

£7,125-£7,593 (Soulbury Scale equivalent to points 1-4 of Burnham Group 9 headship)

Applications are invited for the above post which will be vacant from May 1, 1977, due to the retirement of the present holder. Candidates should have substantial relevant experience, an interest in a wide range of physical education activities and an awareness of modern teaching methods. Duties will include advising in the specialist field throughout the area of the Authority and at all stages of education in schools, together with a personal responsibility for a group of schools.
Essential car-user allowance payable, together with relocation expenses in appropriate cases.

Application forms from the Establishment Officer, Town Hall, Barnsley. Closing date April 15, 1977.

BARNSLEY
METROPOLITAN BOROUGH COUNCIL

LEEDS CITY COUNCIL
Department of Education

SENIOR ADVISER

(Secondary Schools)

Soulbury £7,944-£8,568 + £312
Advisory Division

Applications are invited for the above post in the Advisory Division.
The person appointed will head a team of General Advisers in the North-West area of the City in which 96 schools are situated.
The successful applicant will also take responsibility for the 57 secondary schools throughout the City, advising their headteachers on matters of curriculum, organisation and management and co-ordinating the work of subject advisers in these schools.
Application forms are available from the Director of Education, Great George Street, Leeds LS1 3AE.
Please enclose s.a.e.
Closing date: 10 days after the appearance of this advertisement

LEEDS

BOROUGH OF SOUTH TYNESIDE

Directorate of Education

General Adviser with Special Responsibility for Music

£6,489-£7,113 + £312

Applicants should be graduates, or suitably qualified with teaching and/or Advisory experience.

The person appointed will be expected to operate in an Advisory capacity for music throughout schools within the Authority and be able to support and initiate ideas in Musical Education. In addition there will be responsibility of a general nature for a group of schools.

Application forms and further details available from the Chief Personnel and Management Services Officer (Ref. 33), Westoe Hall, Westoe Village, South Shields, Tyne and Wear (Tel. South Shields 2191) Closing date for applications 15 April, 1977.

ADMINISTRATION General continued

INTERNATIONAL BACCALAUREATE OFFICE

The IBO proposes to appoint for an initial period of two years from October 1st 1977 a suitable Administrative Assistant who will also be responsible to the South European and Commonwealth Office, and to the Director of the Longer University Institute of Education.
The post as appointed must be prepared to make regular visits to Geneva.
Salary in range £2,[illegible] to £3,[illegible] plus Expenses. Full details from Secretary, The Institute Office, 2 Fitzroy Square, London, W.1.
Closing date for applications April 22.

LEEDS
BROWNING HOUSE
136 Chamberlen Road, Leeds LS7 4JH
Home for Unmarried Mothers
ADMINISTRATOR
Administrator in charge to be responsible for the smooth running of Social Work, Teaching of Nursing Students, Liaison with Area Office and Committee etc. Salary up to £4,000 per annum.
Particulars and application form from the Secretary, Brooklyn Holme.
Closing date for applications: 2nd May, 1977

LONDON, W.1
STUDENT HOUSEMAN

Duties include responsibility for the care, welfare and registration of students on assisted passage courses. Liaison with Department of Employment officers and dealing with general inquiries.

Suitable candidates will have a good educational background equivalent to "A" levels including Mathematics and English preferable. A pleasant personality is essential. Age late 20s and must be United Kingdom.

Administrative background and aptitudes or ability to handle detailed work with accuracy and minimum supervision is essential.

Salary £2,900 negotiable and good career prospects.

Please telephone Mrs. Valerie Beal, Training Services Coordinator, on 01-637 3121, Central Bureau, Institute, 77 Wells Street, London, W.1.

DEVON LOCAL EXAMINATIONS

Appointment of ASSISTANT to the SECRETARY AND ASSISTANT SECRETARY

The Delegates intend to make an appointment, as an addition to present staff employed, of a person suitably qualified to assist the Secretary and Assistant Secretary, in the process of DEGREE, DIPLOMA, CERTIFICATE and other local examinations, in English and other subjects, to begin work on 1 September, 1977. All applications must be suitable or equivalent qualification; teaching experience is desirable.

The appointment will be made at the level of Office Assistant in the Secretaries or Assistant Secretary, the person selected will be required to undertake, for which the salary scale, according to age and experience, runs from £2,[illegible] (Office Assistant) to £3,[illegible] (Assistant Secretary). All applications must be of least 25 years of age, for appointment as Assistant Secretary, for which the salary scale runs from £3,[illegible] to £4,[illegible], taking into account experience in a position of responsibility, applicants must be at least 30 years of age. The level at which the appointment is made will be decided in the light of the qualifications and experience of the successful applicant, for use by the applicant will not be the sole criterion.

Graduate staff are required to belong to the appropriate superannuation scheme in operation in the University.

Further particulars and forms of application, to be returned by 14 April, 1977, may be obtained from the Secretary of Local Examinations, Devon House, Sidmounthill, Exeter, EX2 7HZ.

PRE-SCHOOL PLAYGROUPS ASSOCIATION

PSPA is looking for a new NATIONAL ADVISER with experience in the preschool field and the playgroup movement.

This is an interesting full-time post, involving considerable travel.

For further details please apply to Administrative Officer, PSPA, Alford House, Aveline Street, London SE11 4HT.

READING
THE UNIVERSITY
DEPARTMENT OF APPLIED LANGUAGE STUDIES
ADMINISTRATIVE ASSISTANT

Applications are invited for the post of Administrative Assistant in the Centre for Applied Language Studies. Applicants should be university graduates with a background in languages and with experience in the administration of educational courses for overseas students. The person appointed will be offered a contract for three years and be able to take up duties as soon as possible.

Further details are available quoting Ref. E. 1081, from the Assistant Bursar (Personnel), University of Reading, Whiteknights, Reading, to whom applications should be sent by 15th April.

THE SHAFTESBURY SOCIETY

[illegible] is a Protestant Evangelical [illegible] in session an ASSISTANT SECRETARY who will assist in the administrative and organisational [illegible] of the [illegible] conferences and its related services for the [illegible] Newspaper. The successful candidate will be likely to be aged 30-45, will be able to [illegible] both energy and [illegible] achievement and team work in the pastoral and administrative aspects of [illegible] employment.

Apply in writing: The General Secretary, Shaftesbury Society, [illegible] London [illegible]

Child Care

BRADFORD (City of)
EDUCATIONAL PSYCHOLOGICAL SERVICE
Ref. C.P.S.
Applications are invited for the post of Senior Child Care Officer to be responsible for the provision of a variety of services, geared to individual needs, and help, dynamic approach to work, day school in Bradford, full or part-time. Dealing staff may include home visiting, and some residential duties in schools attended by boys from the Bradford area. Appointment to be made from 1 September 1977. Accommodation is available in a recently modernised house overlooking the Bradford Moors. The working week is 40 hours, Salary according to age and experience, starting at £2,[illegible] per annum, rising to £2,[illegible] plus £312 supplement plus £[illegible] Child Care Allowance.
Further details may be obtained from the Principal Clerk, Ref. C.P.S., Education Department, Bradford BD1 2QL. Application forms are available from the Staffing and Training Unit, Directorate of Educational Services, 4th Floor, Provincial House, Tyrrel Street, Bradford BD1 1NP, and should be returned by 18 April 1977 to the Teachers-in-Charge, The Hoad Hostel, Leeds Road, Ilkley, Bradford.
Reference LT.1.177.3198.

ASSISTANT HOUSEMOTHERS (2) required to assist girls' community school with 20% education on the premises of Ilkley, to work under the direction of a house mother, to assist in the school, to interest in, and sympathy with, the problems of the school girls, both boarding and day pupils. Salary according to age, [illegible] and qualifications. Accommodation and [illegible] free. Apply to the Headmistress, Ilkley Grange School, Ilkley, Yorkshire. Wills [illegible]

Educational Psychologists

EAST SUSSEX
COUNTY COUNCIL
EDUCATIONAL PSYCHOLOGIST
Ref. C.P.S. 77/1
An Honours Degree in Psychology, teaching experience and preferably some training as an Educational Psychologist are essential. Salary according to age and experience.
Assistance with removal expenses in approved cases.
Application forms and details of the post (please quote Ref. C.P.S. 77/1) from Education Office, Children's Department, Pelham House, Lewes, East Sussex. Closing date 27th April.

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
Applications are invited for the post of Co-ordinator of Educational Psychology.
The successful candidate will be based at the child guidance centre and in addition to his/her consultancy role will be expected to work closely with the [illegible] Education Authority and in addition to take responsibility for teaching at the centre, supervising and generally guide and support the work of assisting social workers.
A Scale 3 or 4 post will be available according to qualifications and experience.
Application forms obtainable from the Director of Education, Education Department, Civic Centre, Darwall Street, Walsall WS1 1HL, to whom they should be returned by Wednesday, April 13, 1977.

Examiners

LONDON
THE UNIVERSITY
UNIVERSITY ENTRANCE AND SCHOOL EXAMINATIONS COUNCIL
GENERAL CERTIFICATE OF EDUCATION EXAMINATION

The council invites applications for appointment as examiners in FRENCH in the GCE examination in November/December 1977 and in the GCE examination in June, 1978.
Applicants should be GRADUATES between the ages of 23 and 65 with three years recent teaching experience. Experience in GCE examining would be an advantage.
Application forms and particulars of remuneration, certificate of appointment and duties, may be obtained from the Secretary to the University Entrance and School Examinations Council, University of London, 66-72 Upper Street, London N1/1P 0GD, to which completed forms should be returned not later than April 30, 1977. Applicants should enclose a self-addressed foolscap envelope.

JOINT MATRICULATION BOARD EXAMINATIONS COUNCIL
APPOINTMENT OF REVISERS FOR 1978 EXAMINATIONS
Applications for the post of REVISER (to MODERATORS) for the session 1977-78 in the following subjects in the G.C.E. examination are invited from experienced school teachers in subjects which are not courses for G.C.E. examinations.
ORIGINAL STUDIES (Advanced and ORDINARY PAPER (Ordinary)
HISTORY (Ordinary)
GEOGRAPHY (Ordinary and Advanced)
BUILDING GOVERNMENT AND POLITICS (Advanced)
MUSIC (Ordinary and Advanced) and HISTORY and APPRECIATION of MUSIC (Ordinary)
CLASSICS (Ordinary)
MATHEMATICS (Ordinary)
BIOLOGY (Ordinary and Advanced)
GEOLOGY (Ordinary and Advanced)
MECHANICAL and ENGINEERING DRAWING (Ordinary and Advanced)
Further information and application forms are obtainable from the Secretary (Staff), Manchester Road, Manchester.
Closing date for applications: 31 May, 1977.

Leeds City Council
Department of Education
TE8/126

CAREERS OFFICER

AP4, £3,366 to £3,702, plus £312 per annum
Advisory Division—Careers

The successful candidate will be based in the East area of the City, working in a team providing vocational guidance facilities in the inner City and in the area extending to the East boundary.
Applicants must have either the Diploma in Careers Guidance, have completed a one-year course of professional training for the Careers Service, or have previous professional careers service experience.
Removal expenses are available in approved cases.
Application forms are available from the Director of Education, Great George Street, Leeds LS1 3AE.
Closing date 10 days after the appearance of this advertisement.

LEEDS

SOUTH WESTERN EXAMINATIONS BOARD
for the Certificate of Secondary Education

ASSISTANT SECRETARY

(Re-advertisement—Previous applicants need not re-apply)

Applications are invited for the post of Assistant Secretary to the Board to take up duty as soon as possible. Candidates should be 27-35 years of age and should be Mathematics or Science graduates with teaching and, preferably, computer programming experience.

The salary offered is currently £5,001 to £5,889. The starting point will depend on experience and qualifications and could be well above the minimum of the scale.

Further information and a form of application may be obtained by sending a self-addressed envelope marked "Assistant Secretary" to the undersigned, to whom completed applications should be returned by 15th April, 1977.

H. L. M. Household, Secretary to the Board,
South Western Examinations Board,
23-29 Marsh Street, BRISTOL BS1 4BP.

SOCIAL SERVICES DEPARTMENT
FENLAND DIVISION

Social Worker

Salary: £2,529-£3,009 (£3,474 if qualified) + £312 supplement.
The Wisbech team will welcome applicants interested in Child Care problems, juvenile court work and intermediate treatment.
Wisbech is a town of about 18,000 in an attractive part of Fenland within easy reach of the North Norfolk coast. Housing is not a problem.
Removal and relocation expenses up to a maximum of £750 in approved cases.
Informal enquiries to Mr R. Harris, Senior Social Worker, at March 2471.
Application forms from the Director of Social Services, Castle Court, Castle Hill, Cambridge. Telephone Cambridge 58611, ext. 522.
Please quote reference SWM/D. Closing date 15th April 1977.

CAMBRIDGESHIRE COUNTY COUNCIL

COUNTY OF NORTH YORKSHIRE

EDUCATIONAL PSYCHOLOGIST

£4,212 - £6,972

Applications are invited from qualified Educational Psychologists for a post in the School Psychological and Child Guidance Service, to be based in the Harrogate area.

The duties will include the full range of psychological work in the schools and Child Guidance Clinics, working with established teams.

Application forms (to be returned by 29 April, 1977) and further details from the County Education Officer, Education Offices, County Hall, Northallerton DL7 8AE.

EXAMINERS
Continued

THE ASSOCIATED EXAMINING BOARD

[illegible]

Librarians

OXFORD
BALLIOL COLLEGE
ASSISTANT LIBRARIAN

The College intends to elect a Library Assistant to work in the Library in men and women. Applicants will be required to have some experience of library work, either qualifications in librarianship or relevant experience are desirable.

The salary will be on the University Senior Library Staff Scale (at a starting point of £1,500 or the top of the scale if they carry seniority of the senior Common Room).

Further particulars may be obtained from College Secretary to whom applications should be sent by the first of April 1977.

Ancillary Services

BAR STEWARD AND SCHOOL CARETAKER required for work which is part-time would particularly suit housewife. Duties would include the organisation and management of the Sixth Form Bar, which is open for students every evening and lunchtime. Also the locking up of the premises at night and helping keeper of the cleaning staff. Please contact Bursary Department, Tel. 01 (Kenton) 907 1234, Ext. 2.

Miscellaneous

BIRMINGHAM
HIGH TO LET
APARTMENT
Furnished 2 room to possible stay for housing of April 1977. Person abroad would be expected to look after the place. Rent [illegible] month. The flat will include washing machine and tumble dryer and in the evenings. Preferred experience of non-European visits would be an advantage and in making the appointment we would favour persons currently interested in foreign study.
Starting salary in the region of £2,750.
Application in writing to the Director Birmingham APU Centre for Young People, Colmore Hill Hall, Birmingham, B12 9QD, by April 14.

SALOP
[illegible]

THE LIBLE ADVENTURE CENTRE
[illegible]

SUSSIA
[illegible]

MONTESSORI METHOD
[illegible]

English as a Foreign Language

CAMBRIDGE
Experienced EFL TEACHERS required for both junior students and language course in Cambridge College in August.
Excellent salaries for successful applicants resident in Cambridge area.
Language Studies, 01-839 [illegible]

CANTERBURY
PILGRIMS LANGUAGE COURSES
EFL TEACHERS REQUIRED
[illegible]

WHITEHALL EDITOR
[illegible]

EAST SUSSEX
[illegible]

A COURSE-LEADER is required for the position of Course Leader for our English-language student cohort of mainly foreign and cosmopolitan origin for 1977-78. The leader will work in close collaboration with our teaching staff and with the college authorities. The work will include room assignment early each day, the organisation of extra-curricular activities and weekend excursions. Helpful—and in fact indispensable—aims are an experience of group leadership and potential of interpersonal tuition, plus a good English accent. Preference: Knowledge of Spoken Language, ability to speak our students in order both a good English and a good English accent. We expect that the successful candidate will have a degree or equivalent qualification and be aged 25 or over. Salary £2,500 per annum. Apply in writing to Mr. Michael Stone, Director, Pilgrims Language Courses, 16 Burgate, Canterbury, Kent.

BLTC
CENTRE FOR ENGLISH LANGUAGE AND TRANSLATE STUDIES

We are looking for multi-lingual Arts or certificated EFL Ethics with the exception of qualifications to teach on our 1st phase of our expansion programme for South Italians going on in future years. There are also vacancies for Marketing Manager, Assistant Manager to carefully planned but flexible job to keep in touch with and initiative. Interviews will be held during the month of September.
Applications letters and details from Director, Mr. Noble Head, Bognor, Sussex. Tel. 01-[illegible] or telephone 01-[illegible].

EXPERIENCED E.F.L. TEACHERS
LONDON FROM JUNE
The PITMANS SCHOOL OF ENGLISH is seeking two early June E.F.L. teachers from June to become permanent from September.
Please send details and curriculum vitae to: Principal, Pitmans School of English, 16, Cheapside Street, London EC2 [illegible].

JAPAN/APRIL
ENGLISH LANGUAGE TUTOR required by Ladies College in central Japan. One year, fulltime position. Good salary. Flat provided.
Apply to Cambridge Academy of English, Telephone [illegible] 77[illegible] 77[illegible].

KENT
BROMLEY LANGUAGE LEARNING CENTRE LTD.
PRINCIPAL required for our Bromley School from September.
PRINCIPAL required for our new school in Kent, opening early April, 1977.
Mostly candidates for either of these posts should hold a degree or diploma, experience and a good E.F.L. qualification.
We are looking for enthusiastic and alert teachers who have had experience in teaching abroad and in academic administration.
Salary to 27,000 negotiable for further information and application forms, write to E.F.L. Principal (Appointments), 1 Wellington Street to Bromley, Kent, BR1 1QH.

Outdoor Education

BRADFORD (City of)
METROPOLITAN COUNCIL
BUSHEY HEAD OUTDOOR EDUCATION CENTRE
Bee under Middle School Head [illegible].

CUMBRIA
THE LAKE DISTRICT OUTDOOR PURSUITS CENTRE
[illegible]

Appointments Wanted

AMBITIOUS Oxford French graduate, completing PGCE, extensive EFL experience seeks interesting administrative/teaching post with EFL organisation or school. Available September. Thames Valley/London only considered. Tuition experience available.—Write Box 1132 [illegible] The Times, WC1X 8EZ.

ANGLICAN TRUST, recently embassy chaplain, good history degree with [illegible] teaching experience, [illegible] other subjects also offered. Residential post sought for Sept. or Jan. 1977.—Box 1128 [illegible] The Times WC1X 8EZ.

EXPERIENCED young American drama teacher seeking summer employment in or near London preferably in exchange for room and board.—Write to accommodation, [illegible] Bonsenn, 1898 Sonoma, Monterey, California 93940, USA.

ITALIAN TEACHER, languages and literature Venice University, [illegible] years, [illegible] MP. 3, John Aird Court, Howley Place, W2.

MATHEMATICS GRADUATE (24), Disciplined Christian Engineer with industrial experience, [illegible] teaching, seeks a teaching post in maths. Any area. Considered [illegible] Engineering, [illegible] or maths is required as a first [illegible].—Write Box 1133 [illegible] The Times WC1X 8EZ.

QUALIFIED female teacher (24) [illegible] year teaching English to French children, interested English, [illegible] Oxford and Cambridge, stay or [illegible].

NORTH WALES
LOWTHER COLLEGE
GIRLS INDEPENDENT
BOARDING AND DAY SCHOOL
Required for September, 1977.
TEACHER of ENGLISH as a Foreign Language. G.E.C.E. qualification necessary. Diploma desirable.
Write with curriculum vitae and names of two referees to: The Headmaster, Lowther College, Rhuddlan, Rhyl, North Wales.

Public Notices

CANADA
INTERNATIONAL COLLEGE IN VANCOUVER
[illegible]

SUSSEX
SUMMER SCHOOL IN ENGLISH
[illegible]

SUSSEX
SUMMER SCHOOL OF ENGLISH
[illegible]

WILTSHIRE
[illegible]

BRISTOL
UNIVERSITY
SCHOOL OF EDUCATION
[illegible]

Educational Courses

ATHROFA GOGLEDD-DDWYRAIN
THE NORTH EAST WALES INSTITUTE OF HIGHER EDUCATION
Qualified TEACHERS are invited to apply for a lectureship post in the shortage subject of MATHEMATICS.
One year, full-time course, commencing September, 1977.
Details of the course, staff facilities, and accommodation from the Mathematics Tutor, Cartrefle Tudor, Glan Conwy Road, Colwyn Bay, Clwyd.

EDUCATIONAL DRAMA AND CHILDREN'S THEATRE
Course of National Association of Theatre Children's Clubs, Theatre, at 11 A, Norfolk Street, London, W.C.2. Tuesday, April 5th, 10 a.m. to 4 p.m. Lectures, Demonstrations, Discussion, Practical Workshop for Teachers, Drama Students, Theatre Children's Clubs, Theatre Directors, Producers, Actors, Dancers, Musicians, Technicians, Stage Managers, Stage Hands, Front of House Staff, Agents, Managers, Theatre Owners, Theatre Critics, Theatre Historians, Theatre Students, Theatre Lovers.
Fee £12.
Application details from Mary Gibbon at the above address or tel. 01-352 4795 ext. 20.

LONDON
THE CITY UNIVERSITY
DEPARTMENT OF LINGUISTICS
[illegible]

LONDON
THE CITY UNIVERSITY
DEPARTMENT OF MATHEMATICS
[illegible]

OXFORD
KINGSLEY HALL SCHOOL
[illegible]

Awards and Scholarships

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Personal

Announcements

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IN ALL SAIN SCHOOL SUBJECTS
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See your travel agent for the Thomson Small and Friendly brochure or telephone us on 01-387 4461.
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ATOL 152 BC

Exhibitions

HAYWARD Gallery, South Bank, S.E.1 (Arts Council): signed lithographs by Bridget Riley, Peter Weston; Experimental Illustrations, Mon. 10-8, Tues. 10-6, Wed. 10-8, Thurs. 10-6, Fri. 10-8, Sat. 10-6, Sun. 12-6.

TATE GALLERY, Millbank, S.W.1 (Arts Council): Turner watercolours of a gift of prints. Until 3 May. Open daily 10-5, Sundays, 10-6, Sun. 2-6. Adm. free. Closed Good Friday.

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Westcott Theatre, Westcott, Dorking, Surrey. Tel.: 01-8A5 33711
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TIPPETT FLIP-FLOP OUNDDONS AND HOOTS
A new musical for younger audiences
18th-30th April inclusive
10.45 a.m. and 2.15 p.m.
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by Shelagh Delaney
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by advance booking only

VAUDEVILLE
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BRENDA JACKSON in a new play by HUGH WHITEMORE based on the film, films and plays of Neville Smith.
WITH MONA WASHBORNE AND PETER LAYTON
Directed by Clifford Williams

ARTS THEATRE, 836 3334, off Leicester Sq. Tues. Bunnyard's Bunny, 7.30 (Mondays dark). Mat. 12.30-2.30 p.m. Fri. 12.30-2.30 p.m. Bu Wed. Thur. Sat. 7.30 p.m. Fri. 7.30-9.15.

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READING WAREHOUSES LTD. Dept. TES, 225 Kings Road, Reading, Berks. Telephone 58188

DIARIES for the Educational Year 1977-1978. Prices including VAT: International Desk Diary (Multilingual, 2-day) £3.50; Standard Diary (week-to-view) £2.50; Pocket Diary (week-view) £2.00; Standard Pocket Diary, 95p; Minimum order £1 (Diary Dept.). Orders under £2 kindly please add 20p postage, etc.—Grunge and Dyson, Dorset House, Ashford, Middlesex. (22551). Telephone TW15 2NA.

UP TO 75 PER CENT DISCOUNT ON CARPETS. All leading makers of Axminsters, Wiltons, Brintons, etc., showrooms with thousands of rolls in stock in many towns and NW. Also Lino, Tiles, etc. Apply to us for introduction to special showroom or send details for quotations. Free delivery.—Contract Carpets, 2 Cross Green, Formby, Liverpool. Tel. 75850. Telephone Formby 74835.

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ATTENTION GROUP ORGANIZERS
HARROW HOUSE
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T SHIRTS and sweat shirts printed for your school, college, club. Fund-raising and advertising. Phone for illustrated leaflet. P.O. Box 5, Littlehampton, W. Sussex. Telephone 01-[illegible] 72[illegible].

TEACHER wanted for 14 year old boy, Hove, Sussex area. Tuition 5 days per week. Hale, English and Maths, with emphasis on speech and reading difficulties. Accommodation available. Tel. 01-[illegible] 2762.

TEACHERS, start your own tutorial business full details on how to start this lucrative part/full time business in your own area. Whatever your subject you can succeed. £5.95 to Tutorial Services, 38 Woodland Drive, Sandal, Wakefield, Yorks.

WRITE and sell Children's Stories. Full details. Scholastic Publications, Free booklet. Children's Free Book 1977, 67 Bridge Street, Manchester M3 3BG.

WE make discs or cassettes from your own tapes or films or send a record for cut. Members of A.M.R. Gurren Recordings, 1 Ashley Place, Westbourne, London NW2 4LN. 01-212 [illegible].

HOTEL RHINA (BASEL), Les Haldes, 1 [illegible] Rhine, this hotel is from £[illegible] per person. Thomson Holidays, Tel. 01-387 8461 or from Lilian [illegible] Rapid Rail line up to 01-387 [illegible]. Prices subject to availability and accommodation. ATOL 152BC.

HOTEL SAN FELIPE, Puerto de la Cruz, Tenerife. 14 hours this winter from £[illegible] per person. Thomson Holidays, Tel. 01-387 8461 or from Lilian [illegible] Rapid Rail line up to 01-387 [illegible]. Prices subject to availability and accommodation. ATOL 152BC.

KIRKUS HOTEL, 20 Belgrave Rd., London SW1, specialists in schools and university and youth groups: reduced rates.

NORWAY.—6-22/4, 1977, party of 8 starting Lillehammer, Lillehammer, Lyngdal, Oslo, Lone Tree Alp. Weekly Gen.—Thomas Gibson.

PAINTING courses in East Devon. Opening Easter Sunday. Professional tuition; beginners welcome. Accommodation arrangements.—Contact Lucy Hope-Wallace, Shute Lodge, Shute, Axminster, Devon. Colyton, Devon EX13 6JU.

SHOWGIRLS. Five brein canvas to hire. Suitable for Pantomime. Apply: McNamee, Eastwan Private, Wynnemawr, Llewen Road.

THIS SPRING, or early summer, why not take a school group, or your own family, for a week or two in one of our self-contained cottages in Ireland. Ideal for all ages, only the pleasure of this remote beautiful island. Sea; sailing; camping and hiking permits available. Ideal for further information write full or telephone J. Collins, Cottage Co. Cork, Ireland. Telephone Gougane, Tel. Ballineal (0402) 640 818.

SUBSTANTIAL PROPERTY recommended for use as Outdoor Pursuits Centre. Fully equipped in the Lake District. Freehold, reasonable offers.—Box 1134 The Times, WC1X 8EZ.

WITHIN easy reach Trowbridge Village, well to sell. Private Primary School authorised for 3-8 years. Boys 8-8, Girls 3-8 years. Ideal, while last, £15 273?. The Times, WC1X 8EZ.

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CERRIGO VALLEY, Welsh Selon border: 3 beds, lux. bath, lovely view, good trout fishing: July/Aug.—Write illustrated leaflet: Stevens, Cerrigo, Llanfair, Selon. Tel. 2731. The Times, WC1X 8EZ.

EUROPE CANADA HOLIDAY Home Exchange. Brochure Box 2 Maple Street Vancouver, B.C. Canada V5T 3K9.

PRESTWICK handy for open golf championships and the Ayrshire Coast. 3 bedroom detached house near beach. Exchange for similar sized house July 23rd to 19th.—Write (stamp appreciated) and enquire for reply: Box 1135 The Times, WC1X 8EZ.

RENT-FREE HOLIDAYS. — Swap your home with another in any abroad, twenty countries. Include Canada, USA, Penang. Send stamped addressed envelope to INTERVACS, Biddals Lane, Ashbourne, Derby.

Properties for Sale and Wanted

BERKSHIRE. Small coaching establishment with house and [illegible] freehold. Write Box 1135 The Times, WC1X 8EZ.

CROYDAL properties with educational use required immediately from £[illegible] to £[illegible]. Tel. 01-228 [illegible].

EBOR SNOWDONIA. For sale: Country house close to [illegible] suitable as small field studies centre. 8 beds, 2 rooms 2 kitchens, 2 bath, 2 acres.—Box 3426[illegible] 472.

GROWING secondary school in temporary accommodation in London needs laboratory space (accessible outside) or small field studies centre.—Box 1136 The Times, WC1X 8EZ.

NORTHERN ENGLAND. Research girls' public school seeks lease for over a period or immediate. 10 rooms, 2 sitting, live in 4 years in each case; buildings in good or at least correct condition; goodwill one terms; fees; unlimited. Write Box 1137 The Times, WC1X 8EZ.

SUBSTANTIAL PROPERTY required for use as Outdoor Pursuits Centre. Fully equipped in the Lake District. Freehold, reasonable offers.—Box 1138 The Times, WC1X 8EZ.

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CWM PENNANT MOUNTAIN CENTRE,
NORTH WALES
JNC 3(1) £3,738-£4,200 p.a. inclusive

The Centre was acquired by the London Borough of Hillingdon to give young people an opportunity in both the skills of expedition training, mountaineering, rock climbing and many other activities, and to foster in them a spirit of adventure, self-reliance and physical challenge.

The self-catering Centre has wide potential and in the non-resident Assistant Organiser we are looking for someone with the personal and physical skills to make contributions to its development. He/she, as well as assisting in the management of the Centre, will be responsible for a number of activities—canoeing, for example—depending on personal proficiency and will lead parties as required.

If you are qualified in youth work or teaching and experienced in organising and conducting expeditions in open country, then write for further particulars and an application form to the Personnel Officer, Civic Centre, Level 5E.11, Uxbridge, Middlesex, or telephone Uxbridge 50111 extension 3569, quoting reference 5726 121/105 XE.

Closing date 19 April, 1977.

LONDON BOROUGH OF HILLINGDON

NORTHERN IRELAND

Western Education and Library Board
Gortatole Outdoor Activity Centre

Gortatole Activity Centre comprises a large converted farm residence on the shores of Lough McNean in Co. Fermanagh. The Centre provides residential facilities for 24 young people and staff primarily for schools and youth organisations in the Western Area. The Board will use the Centre as part of their scheme to help in the social education of young people and to develop interests in outdoor pursuits including mountaineering, canoeing, angling and field studies.

Applications are now invited for the post of

INSTRUCTOR

To assist in the instruction of outdoor activities and to provide support for the Warden in the general organisation at the Centre.

Preference will be given to candidates holding appropriate national qualifications, e.g., Mountaineering Instructors Certificate, Senior Instructions Certificate.

The Salary scale for the post is Houghton Scale II and the successful candidate will have a holiday entitlement of not less than 21 working days plus the usual Public holidays.

Application forms and further particulars from the Personnel Officer, Headquarters Offices, Hospital Road, Omagh, Co. Tyrone, returnable by April 11, 1977.

TEACHERS

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Regent School,
148 Camden High Street,
London, N.W.1.

EFL

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Walking, talking, living playwrights

Heather Neill at the Royal Court Young Writers' Festival

"You must observe everything . . . all the antennae have to be on, all the time. . . ." Judi Dench was talking about acting when she made these remarks to a school audience recently, but it would be good advice for budding playwrights too.

There were over 150 entries for this year's Royal Court/*Observer* playwrights' competition for under eighteen year olds, and the best of them have been performed as the centrepiece of the Young Writers' Festival at the Theatre Upstairs. The adjudicators found that too many of the plays showed the influence of television and thus an observation of character and situation already filtered through someone else's imagination. The four chosen plays all display a certain originality, and two of them, whose authors are 10 and 17 respectively, a keen eye and ear for the details of other people's behaviour and speech.

Liz Bellamy, who is 15 and the author of *To Err is Human*, has imagined what might have happened if Hitler had survived his suicide attempt and continued to persecute Jews. Her ploy concerns the trial of Hitler for murdering thousands of Jews between 1945 and 1979, when the play is set (though there does not seem to be much reason for this). We hear evidence against him, an inept attempt to protect him by a female witness and his sentence, while the former Nazi leader sits silently, almost benignly, listening. The judge passes sentence —a lenient one—but the play ends with this same judge removing his wig, producing a revolver and shooting Hitler. It is an interesting idea: that a personal instinct for what is just may conflict with the decisions of a "humane" society; that it is possible to come to different conclusions as an individual and as a representative of Authority, while believing oneself right in both cases. But the idea is not explored in depth and the shooting serves mainly as a coup de theatre. The production, which places the action in a shiny, black box of a set contributes much to creating the right atmosphere of formal tension.

West Side Bower, by Shirley McKay and Christina McMartin, provides the actors and director with endless opportunities for larger-than-life performances and efforts. Bower Bloggs is clearly destined for a convict's dungarees (with luminous pink arrows, of course) from the moment he empties the contents of a cornflakes packet as big as himself all over the breakfast table. His doting mother can only croon encouragingly, iron his shirts with an instrument the size of a pocket battleship and make biscuits that stain the tongue traffic-light green. All those involved in the production have a marvellous time, and it's quite good fun for the audience sometimes, too, but one is left feeling that the play, which is really a series of mildly funny jokes ("I hashed an old lady over the head with a brick, Mum," "You know you shouldn't do that. Bricks are public property.") has been given a good deal of support. Too much, perhaps. Could two teenagers really have meant to caricature themselves and their contemporaries quite like this?

Alexander Matthews's *Fishing* is an antidote to the hurly-burly of Bower. Set in a suburban sitting room, it concerns two old men who habitually settle down to an afternoon's fishing, complete with rods, lines and a bottle of whisky to keep out the cold, without setting foot outdoors. Their conversation is delightful, unselfrighteous, character-revealing, and full of inconsequential rather than filmy, films, holidays, Bingo ("How they can sit there hour after hour I don't know . . .") and useless bits of information ("Did you know that a polar bear weighs more than a mint . . . ?"). An interloper climbs unnoticed through the open window and attempts to purloin the whisky. This is a diversion of sorts, but such a charming, already diverting and really very accomplished piece of work requires no further decoration. The gentle dialogue is enough. Ten-year-old Alexander understands a great deal about adult latitudes and foilings; who knows, he may well develop into a Pinter or a Storey.

The heroine of Lenka Jankurek's play, *Walking*, is Helena, an imaginative, sharp-tongued, short-sighted girl who is preoccupied by a disability which makes her feet hurt and which, she eventually discovers, will limit her choice of career. This is a sensitive, intelligent exploration of the painfulness of adolescence which also manages to be entertaining. The foot trouble can symbolize the agony of growing up, if you like (and certainly it focuses the lack of understanding between Helena and adults, her father and her doctor in particular) but so natural is the dialogue and the development of the characters over a two-year period that such a suggestion seems cross oversimplification. More than an hour long, this is a sustained piece of writing which contains changes of mood, several funny moments and some subtle character contrasts. Even the teacher (quite a small part) is credible.

The acting company, the directors (Gerald Chapman for the first three and Tim Fywell for *Walking*) in the material round and all four plays benefit from Jim Clay's ingenious and versatile set.

Transforming visions

Anthony Masters on Greek plays in Greek

The round of Greek play productions comes to resemble the social life of a Victorian outpost of empire: accomplished and select, but a bit in need of new blood. So David Raeburn, headmaster of Whitgift's School, Croydon, deserves a specially warm welcome. His *Antigone* last week was successful enough to raise hopes for a regular event, as well as being a triumph in itself. How many headmasters would dare to replace the twenty play, just once, with Sophocles in Greek?

Or, more accurately, Greek and English. Mr Raeburn prefaced his production with a version in translation, abridged to an hour—which made for a long evening but facilitated enjoyment for non-classicists (not to mention parents), and gave them a chance to act those great roles which they grasped with both hands. Mr Raeburn's spare, shrewd transition really needed adults, but the cast (including girls from Streatham Hill and Clapham High School) made it tell. Michael Martin's Creon and Mark Hope's Chorus Leader were natural but stately, and forceful without rant, while Neil Gallman's arresting Messenger and Christian Wilcock's languished, beautifully-spoken Haemon shone in support.

The great revelation was still to come. With colloquialism and naturalism already indulged somewhat in the English version, the Greek fidentically blocked, but more elaborately lit and costumed) soared to a pitch of high seriousness which Greek drama too seldom receives. The interview between Antigone (Olivia Mutlett) and Creon (David Langslow) was a model of sustained grandeur coupled with superb control of pace and attack. Many of the company spoke Greek as swiftly and spontaneously as if it were their native language. The Chorus, though tiring towards the end, effectively justified Mr Raeburn's simple approach: rhythmical declamation against percussion, straightforward but strong choreography, highly dramatic lighting.

Reacting against their disastrously trendy *Birds* of 1971, the Cambridge Greek Play Committee has returned, for its two subsequent productions, to the claims of experience in the distinguished person of George Rylands (collaborating with Pat Easterling). Both his 1974 *Medea* and this year's Sophocles' *Electra* were inoffensive, but strangely conservative, even pedestrian, for such a passionately devoted classicist.

Mr Raeburn at Croydon had a limited budget, and a terrible school hall with a high stage, no wings, no rake and restricted technical facilities; yet his borrowed costumes, bold masks and rudimentary set were transformed by the vision which had obviously communicated itself to his cast. The Cambridge Mycenae, with a creeper-covered facade whose dinky little Lion Gate suggested a country vicarage designed by William Morris, looked and sounded not only British (and this includes the amiably melodic accents, nicely sung by lady classicists), but musical. Sophocles is not mundane.

Fortunately, Mr Rylands had a quite exceptional Electra in Kathryn Porter. Her appearance is dead against her: a frankly attractive cooking-apple sort of girl (to borrow William Plomer's phrase), but possessing an infinite variety of natural, expressive movement and gesture for the sustained tragic grief of this long and potentially monotonous part. Amanda Bernstein's Chrysothemis, though lapsing into a near-colloquial delivery at times, was pointed and intelligent; she and Miss Porter worked admirably together, both physically and mentally. And Martin Drury, as the Tutor, gave a magnificent account of his set piece, the finest messenger speech in Greek tragedy —and the only one which is a fabrication from start to finish.

An experienced director told me that he found producing Greek comedy infinitely more daunting than tragedy. Even after this year's Clouds at King's College London, I do not see the real difficulty of succeeding with Aristophanes. What is essential is that the comic ideas should be seriously thought out, and the temptation to do anything coarse for a laugh be sometimes resisted. Anthony Cauchi's production was a mixture of good ideas, bad ideas, and no ideas at all. When Strepsiades, dressed in period, pulls off his son's bedclothes and reveals him in full jockey satins ready to ride Arkle to victory, the joke is fair but one learns not to expect consistency.

The Virtuous and Naughty Arguments were effectively personated by a bowler-hatted old Tory and a lipsticked pop star in a gold jumpsuit; and Socrates (Craig Crosbie) was a brilliant study in modern academic mannerisms that I devoutly hope is not based too closely on someone at King's (He must now progress to the lead part in *Jumpers*.) But what of the Phrontisterion, and Socrates's place in either an ancient or an updated setting? All we got was a motheaten set hogged one joke to death—a catastrophic stammer that enabled Pheidippides to spend a minute and a half saying *autos kath' hauton*.

And, while there is every justification for casting the Clouds as nubile (to borrow the programme's knowing pun), it is not enough to persuade seven pretty girls to come on in tights, wave an occasional arm or leg in embarrassing routines, and slug pages of Aristophanes mangled to fit *Somewhere Over the Rainbow*. Forabsses deserve a harder think, even if I like the idea of *Smoke Gets in Your Eyes* for the final coeflagration. But if Mr Cauchi ever gets enough time and money to develop his ideas, he must keep the same leading actor. Terry Walsh's cheerfully loud Strepsiades, toothless, mischievous and irresistibly human, was perfect—Aristophanes to the life.

School plays

Plunges into the past

D. G. Valentine reviews some productions in the North of England

The sap is rising. A little slower in the north perhaps than in the south, but the signs are all there. Pace *Egg Plays in the streets, Hmul Ba'* in the Borders (on the Scottish side the children scrambling for a ball decorated with ribbons—"the head of an Englishman"). Everywhere a desire to crawl out of hibernation, to dress up, to go places. For Charlotte Mason College, Ambleside, it was a return to the twenties with a gentle pastiche based on lyrics and dances from *The Boy Friend*. With a nice touch of theatre the audience found itself included in the production, the auditorium having been stripped and refurbished as a Riviera tea garden. To watch the Charleston and join in the choruses we sat sipping coffee at period garden furniture collected from the nobler hotels of Windermere.

There was a deeper plunge into the past at Walton High School, Nelson (Lancashire). *1066 And All That*, produced by Mrs M. Noon, aimed to incorporate as many ability levels as possible; and thereby lay its undoing, from the audience's point of view, for the ability of the actors was no match for that of the school orchestra one front, which was first class. People who can make us laugh do not grow on trees; and to undertake a play whose every line makes a joke of some sort puts a great strain on any company. The courtroom scene was splendid, but after that the talent for humour seemed to be exhausted.

Nor were my spirits lifted at *The Merry Wives of Windsor*, produced jointly by The Mount School, York and its Quaker brother, Bootham. Heirs to a glorious dramatic tradition (Jodi Dench, Mary Ewer, Kay Borker) the girls from The Mount worked hard and the boys from Bootham worked even harder, but something extra was needed to lift this elderly frolic into a bearable audience experience, and this was no vintage year. The fact that the lighting was bust did not help: the large, evenly lit stage was painfully at odds with the conspiratorial plot.

Surprisingly it was a school which boosted no drama specialist which provided by far, the most satisfactory experience of theatre. Frustrated by the dearth of suitable dramatic material for a lively bunch of eight to 13-year-old boys, Mr Michael Day, of Cattorel Hall, Giggleswick School's Junior Department, decided to write his own.

Revealing a shrewd understanding of this age-group together with a delightful sense of the absurd Mr Day opens his play, *Following Finkel*, with the arrival in town of a circus heralded by all the razamatazz of a brass band, clowns, tumblers, fire-eaters, a tattooed man and a bearded lady. (Mr Day's cast numbered 124; the numbers are flexible).

Behind the tinsel, however, lurks pathos. Finkel, the gentle clown, sacked because he is too much of a dreamer, is thrown penniless out into the world, where he is accosted by a wandering Pande, himself an outcast, having been born with stripes the wrong way up.

A friendship develops (Finkel played by Mark Hawkins, Pande by Stephen Fletcher, both 13-year-olds) and a wrapt audience is held for a full 15 minutes as these two, exchanging the sort of inconsequential word-play that is so beloved by small boys, come to terms with one another's life-style.

From this point the play takes off into an Alice-in-Wonderland world where anything may happen. Hijacked by a nutty Professor who has invented a time-machine, the two friends find themselves zooming off into orbit as scientific guinea-pigs, to land tentatively here and there in Time to check how the system is working. First touch-down is in Sherwood Forest; but the natives (Robin Hood and company) are unfriendly, so hurriedly, the travellers take off again. The controls are readjusted, and this time they find themselves on Plymouth Hoe just in time to join Sir Francis Drake in his game of bowls. (Curious how all these years we have been misled: the legend originated, of course, when these same space travellers, hungry as hunters, ordered bowls of soup from the Plymouth innkeeper and then, as the Panda quickly tired of trying to spoon up soup, turned the meal into a game where, standing three paces back, each took turn to aim Drake's golf-balls into the bowls of soup and see who could make the biggest splash.)

To return the time machine to the present they praves none too easy. A slight error on the controls has the auditorium running with cavemen; too heavy a hand on the rectifier brings on a horde of marching Martians. After two hours and 40 minutes (and several miracles of organization backstage) all ends happily. David Franklin's musical score, at times alarming the easy action, at others soothing it with sudden, sweet song, gave the boys great scope to use their voices. Splendidly dressed into the bargain, this play was unquestionably a winner.

If no small part of *Following Finkel's* success hinged on the ingenious use of lighting and sound effects (52 lights cues in all, handled with efficiency by two 13-year-olds), one had to hand it to John Rimmer and his company at White House School, Brampton (Cumbria) who faced large audiences with little more than their bare hands.

An Evening of Imagination and Entertainment was an exercise, more or less, in classroom drama designed specifically for presentation to local primary schools, some of which had to be visited in their own remote rural areas. This was a bold idea; and for the teenage cast a useful experience in drama to which they responded with a will.

Back again to the 1890's and to a stunning production of *The Matchmaker*, a joint effort by Lancaster Girls' Grammar School and Lancaster Royal Grammar School. Mr Michael Church had chosen a play which suited his intelligent cast admirably. The girls led by Cherith Murphy as Dolly Gallagher Levi and Jill Hayes as Mrs Malone, who both have the measure of the Wilder heroine swished through their lines with delicious assurance, and there was some rich dead-pan humour from the boys. The *bonne bouche* of the evening, however, came near the end when Karen Clegg, who appeared only in the last act, brought a marvellous fadeout of earnestness to the part of Miss Van Huyssen, the New York spinster, all lorgnette and loving kindness. Her Brooklyn accent was impeccable.

Television

What is 'rigging'?

Eileen Molony on 'The Best Days'

Angela Pope has been ill-served by her presenters and publicists, journalists interested in the media must surely know that a documentary film depends upon the selective judgment of the director, but few of those writing initially about the film on Faraday Comprehensive School mentioned this. Phrases such as "cinéverité", "a typical comprehensive school", "they switched on the camera and let it run" simply confuse the issue. Clearly the work of a comprehensive school of more than 1,000 pupils and seventy teachers operating a full school day cannot possibly be reduced to a one-hour documentary film. Someone must decide the location of the shots, the time span to be covered, and the moments when the button shall be pressed. Someone must edit and shape the results.

Except perhaps in the hands of scientists obeying rigorous sampling techniques, a film camera can only be an extension of the director or operator. Furthermore, if the voice of the director is not to overlay those of the children and teacher during synchronized shooting, some instructions must be communicated in advance to the cameraman, and microphones must be placed in strategic positions. No "rigging" of the situation need be involved. Except in a classroom inhabited by professional child actors, it is impossible anyway to "rig" sequences without the artificiality of the situation becoming apparent.

What, then happened at Faraday School? I should guess that at some stage Miss Pope or the Director team decided that the public should know of the kind of chaos which undoubtedly occurs at moments in some classrooms with some teachers. If the advance publicity had made this clear all might have been well. Possibly they also held the view that authority is being devalued by children. They may even have recognized that is an inevitable consequence of its being devalued by adults in society outside the schools, but how much can you get into one hour?

If the BBC seriously wishes to inform the public on educational subject it must take the decision to run a series of programmes at good viewing times and treat the matter in depth. It is a question of perspective. Is it surprising that at a time when educational resources are being cut and another Black Paper has appeared, teachers' organizations are proving a little sensitive? The more passionately engaged teachers are, the more sensitive they tend to be.

I have experienced this myself in the course of making some 60 or 70 films in classrooms for the Further Education Department of the BBC. On one occasion I was stung far no doubt Miss Pope has been) by accusations of "rigging". To try and answer the charge I moved into a classroom of a school I knew well and without any advance warning sprayed a hundred camera about the room in order to record anything which might be happening at the time.

To prove my point I broadcast the result unedited for several minutes. The back of a teacher and three or four children engaged in some undiscernible activity were "in shot" but, as I predicted, the result was quite meaningless and unintelligible. As director I had shot with no particular viewpoint and the editor had been prevented from putting the material into any kind of shape or sequence, a little as if this article were to be written by a self-activating typewriter. Perhaps it would make for greater honesty in television if every documentary were, for a limited period until the public got used to the idea, prefaced by a statement of intention on the part of the producer, and no "flannelling"! If Miss Pope's film was designed to provoke discussion, this she has achieved in full measure, but what else did she intend to do?

My own filming purposes differed from hers, because it was my job to film the best teaching practice I could find, in the hope that good methods might propagate themselves to the benefit of students and inexperienced teachers. I learned to select my teachers carefully and came to identify closely with them. If the BBC will finance the experiment I think I could (without having yet visited Faraday School) undertake to bring back a film about under the same conditions but with a very different message. I should begin in the classroom of the male French teacher who was carrying along his children briskly to their evident profit and enjoyment.

The film I would make would, of course, be as partial and limited in its way as Miss Pope's, and I defy any other film-maker to do more in the space of a one hour film.

But it is time the BBC showed a film (and perhaps more than one) demonstrating the skill and professionalism of some teachers in some situations—for example, when they are coping with problems the roots of which are to be found in society outside the school. Unstable families, lack of parental support, bad housing and urban sprawl are creating conditions with which every teacher, no matter how young and inexperienced, is expected to be able to deal. To show that many teachers manage it, and just how they do it, would perhaps be a no less valid and a rather more helpful contribution to the Great Debate.

High calibre opera

Noel Witts

An experiment in musical education of a new kind recently took place on Humberside. The everflourishing Lincolnshire and Humberside Arts Association commissioned an opera from Anthony Hodges and Jim Hawkins, who both live in Hull. The idea was to mix local professional and non-professional forces, recruit a local children's chorus, and produce a community event of high calibre, which could be repeated in various locations using the vocal resources of different schools. The result, *Shadows in the Sun*, is a full-length opera about the Romans and the Brigante tribe, towards the end of the Roman domination of Britain.

The work had three performances last month in Hull and Lincoln. The five professional soloists all had local connections and the extremely competent orchestra consisted of students and amateurs from Hull, directed by the composer. Hodges's music has a flowing lyricism which presents few problems to the ear, while the children's chorus parts are substantial without being technically too difficult for any school choir. The work mixes speech, speech over music, and purely sung sections, while the plot involves a time-slip whereby a camera crew, assembled at a stone circle to make a cornflakes commercial, are transported back to Roman Britain to become counterparts in a colonial battle.

The performance I saw at Lincoln was notable for its professionalism, the excellent orchestra and soloists serving to highlight the winning strength of the chorus drawn from local schools. For the children the experience was rewarding in several ways: working with professionals to professional standards without compromise is clearly a unique musical and dramatic experience. In an area largely deprived of professional music or theatre-making on a large scale, the local arts association has recognized the need to make inroads into education, thus creating precisely the audience it needs for its productions. Scottish Opera is already considering the piece for a youth project, so it looks as if the idea is already paying off elsewhere.

Top of the pops

Peter Fanning on community documentaries

"Who'd want to live in school and community documentaries in a dump like this?" was the taxi driver's comment as we drove through that colossal building known as Milton Keynes. It did seem pretty roarless, all mud and little boxes. But beavering away in the heart of the city and finding more than roots is the Stantonbury Campus Drama Group, whose director is Roy Nevitt.

All Change is the result of many mouths spent delving into the archives and it goes to show just how much theatrical mileage there is to our own back yards. Meticulously researched, it tells of the coming and going of the railway to nearby Wolverton—of the "Captain Swing" riots, politics and chicanary; conflict, success, fame and notoriety and the final demise of Wolverton.

In the two hours of action, packed with ballads and local jokes, the narrative technique is always varied; there is a fierce mime drama about a punch-up with the bargeman and a wonderful description of Mr Punch's attempts to drink red hot soup in the five minutes allocated for refreshments at the Wolverton "Change". It was like some glorious local celebration (remember those wood-daubed pageants?)—with plenty of simple rousing songs and lots of scope for every kind of talent.

Good history makes good drama. But it needs good packaging, too. There is always a danger of documentary drama becoming little more than a regbag of ideas strung together with songs—or worse, by a narrator who urges the action along its tortuous path with cries of "And then . . . and then . . .". And not every historical document used was worth the dramatic attention. But maybe it is too much to demand a central structure from what is essentially an exercise in community consciousness.

But whatever happened in the community spirit dinned in the Trunstied in Woulwich, where advance publicity warned us to remember "We only have 160 seats per performance"? There must have been a lot of disappointed seats. *The Iron Man*, which is nothing to do with Ted Hughes, concerns Will Thorne and the first Gas Workers Union. It is a harsh, relentless tale about appalling work conditions and the agony of the underdog. One of the choruses echoes the theme: "The poor stay poor."

Strong stuff it is too. Contrammion is in the air, with ogrish bosses cuowing welfare officers and peabrained arisocrats rangod against the honest working man. Fair's fair, I suppose. It's the working class who are usually manufactured out of cardboard. Iain Ryrie was the tough, compassionate warrior and as popular drama *The Iron Man*, the work of a group of Newham teachers, succeeds. I shall treasure the memory of a sea of municipal workers, straight from the world of plain cloth caps, warbling into the glittering microphones, while a backing chorus crooned behind in dulcet harmonies—as if Jack Jones had seized the opportunity of preaching on *Top of the Pops*.

There are eches of history in the backyard at Windsor—and here a question of what to leave our. *Scenes from a Windsor Scrapbook* concentrated on the effects of great events on ordinary people, like the trio of urchins who discovered the secret of Christopher Wren's Guildhall. Upton House School presented a stylish production—presented being the operative word, with history being shown as much as enacted, an impression enhanced by strident tones and a tendency towards operatic gestures.

There was loss to enjoy though, lots of knockabout comedy, casting in depth (50-odd speaking parts) and most impressively the stage was backed by the pages of that magnificent scrapbook, pages of scenery which literally turned as the years rolled by.

Theatre

Who are these people?

John Peter

I am totally bowldlerod by the National Theatre's new *Julius Caesar*. What on earth did John Schlesinger mean by it? I got suspicious right away, when I saw two wooden Tribunes harangoling an impassive crowd who dispersed without emotion. Was I missing something or were they? Later things got considerably worse. I began to wonder whether the production had anything at all to say about the play.

Now of course if a classic only got a revival when a director had something new to say about it there would be very few revivals. Some people will say that that might not be such a bad thing. Ah, but seriously, if you put on an imperfect, occasionally even heavy-handed play like *Julius Caesar* you do have to think about why you are doing it.

Who are these people? Brutus, in his soliloquy ("It must be by his death . . .") would seem to be torn between love of Caesar and the political need to remove him. Shakespeare is doing something new and difficult here: for the first time he is attempting to portray a man in a state of inner conflict, his opposing thoughts wrestling with one another for supremacy: a method of dramatic portrayal he was to perfect later in Hamlet. When Brian Cox gives us here is an old-fashioned meditation on what it's like to have an inner conflict by a man who has had it and settled the matter. There is no sense of struggle; psychological turmoil, becomes mere declamation.

John Schlesinger is the last director to call the phrase "old-fashioned" to mind; yet what else can you say about these stodgy senators; this insipid Portia; this pelaod, statuesque Calpurnia? And what exactly is the reason for Cassius's jealousy of Caesar? The excellent Ronald Pickup gives us nothing more than a sinuously elegant, splintering fusspot whose political acumen I would suspect from the start. Not that the production gives him much of a chance to shine as an intriguer: his insinuating speech to Brutus has to be delivered across the vast width of the Olivier's stage, with no sense of wooing, devious subtlety. The fastidious Brutus would not be impressed.

And what of Caesar himself? I would have thought you would hardly give this unappealing, half-written part to an act or of John Gielgud's stature unless you had something important to say about this character. But what we get is only a grand but affable elderly party given to fits of pompous emphasis in a moment of this insight he delivers his famous speech, "Yaud Cassius has a lean and hungry look", to both Antony and Cassius: the sort of petulant arrogance that Cassius would clearly find infuriating. But that alone is not enough to explain the conflict; and we are left with a clash of forces rather than people.

There is an excellent, venomous Casca (Gawn Grainger); a strong, cool Octavius (Ian Charleson); and a plebeian, unmagnetic Antony (Mark McManus). The crowd-scenes are clumsy, when they are not ridiculous—such as the ululating supports brandishing ketchup-covered fingers to show they'd been working. If you have music composed by Harrison Birtwistle and directed by Dominic Muldowney, why is it both undistinguished and intrusive? The trumpets are more or less Edwardian which promises a modern attitude to a Roman tragedy; but under the cape beats the old-fashioned heart of big gestures and slug-soog decimation. I have not been so bored by an interesting play for a long time.

Briefings

Radio and tv

Theatre-in-the-Round (Saturday, 06.05, VHF 3)

A radiovision programme in which an historian of the theatre traces the origins of theatre-in-the-round and speculates on how it operated in the middle ages.

Education for Servitude (Saturday, 06.25, VHF 3)

A black American historian discusses his research into the way American educational foundations promoted black education in the deep South in the 1930s. Were industrialists paying for education to reap the benefits in servitude later?

The Venetian Twins (Sunday, 16.00, BBC 2)

Although this play appears stylised to modern audiences it is important because it shows the move towards scripted drama. The production tries to retain the basic Commedia dal Arte characteristics while showing the innovations in production.

Alternatives (Sunday, 15.30, VHF 4)

Three programmes looking at people who are trying to create a new lifestyle for themselves. "Lifespan" shows a Yorkshire community of 12 adults with an alternative approach to education and a self-sufficient way of life.

Other People's Children (Sunday, 13.25, BBC 1; Tuesday, 14.15, BBC 2; Thursday, 10.45, BBC 1).

"Food for Thought" draws attention to the need to cater for foreign tastes. Babysitters dealing with Asian and African children describe how they cope with religious and dietary demands.

Sound by Design (Monday, 18.30, Radio 3)

Michael Smee explores and illustrates some of the major developments and technical advances that have taken place in 50 years of radio broadcasting.

Next Move (Sunday, 17.50, Tuesday, 00.05; Thursday, 18.45, Radio 2)

Terry Wogan and Alfred Marks read stories aimed at those who have difficulty with their reading. Useful in remedial classrooms.

Teaching Adults to Read (Tuesday, 19.00, Radio 3)

An introduction to those wishing to help adults learn to read and write. "Needs and Responses" discussed what will be expected of the teacher in terms of knowledge, skills and attitudes.

Farming Food (Wednesday, 19.00, Radio 3)

Four programmes on recipes, customs and rituals surrounding cooking in different countries. "Chinese cuisine" asks what is the attraction of eating Chinese food and whether a wide range of Chinese dishes can be reproduced in the British home.

Speculation (Thursday, 19.00, Radio 3)

How can science fiction usefully explore possible futures for mankind? A series which considers ideas on the fringes of science.

Weather Outlook (Thursday, 18.30, Radio 3)

Climatologists and meteorologists come together to try to account for the correctness of Britain's weather. "Rain or fine" looks at the strange phenomena of midsummer in March and snow in June.

Film offer

Films covering a wide range of subjects, including travel, sport, animals, cultural and industrial affairs, are offered on free loan by sponsoring companies and organizations through the Golden Films Distribution Service.

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